

DECEMBER  
1961  
Vol. LIX, No. 9



# *The* CATHOLIC EDUCATIONAL *Review*

UNIVERSITY MICROFILMS  
313 N 1ST STREET  
ANN ARBOR, MICHIGAN

50th ANNIVERSARY

## IN THIS ISSUE

PURPOSES OF PAPERS  
HELPING WITH HOMEWORK  
CONCERNS OF COUNSELOR  
TEMPER IN TEACHING

*News and Comments*

*Book Reviews*

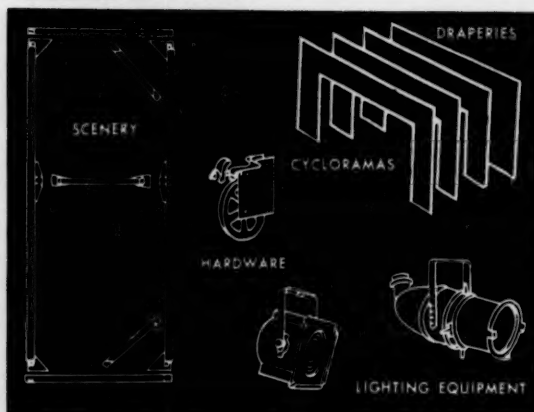
*Index*

UNDER THE DIRECTION OF THE DEPARTMENT OF EDUCATION

The CATHOLIC  
UNIVERSITY  
of AMERICA



*Everything for the Theatre*



LAMPS  
RIGGING  
TRACKS  
LIGHTING EQUIPMENT  
LIGHTING ACCESSORIES  
SPECIAL EFFECTS  
DIMMERS  
SWITCHBOARDS  
DRAPERIES  
CYCLORAMAS  
KNOCKDOWN SCENERY  
HARDWARE  
PAINTS  
MAKE-UP  
COSTUME ACCESSORIES  
SOUND EFFECTS

WORKING MODELS CONSULTATION  
SPECIFICATIONS PLANS

PLEASE WRITE FOR CATALOGUE

## **THEATRE PRODUCTION SERVICE**

52 WEST 46th STREET - NEW YORK 36, N. Y. - Circle 5 - 5870

Now available in reprint form—

### **Catholics in Colonial America**

by JOHN TRACY ELLIS

Professor of Church History  
The Catholic University of America

This article originally appeared in 5 installments, in the January through May 1957 issues of *The American Ecclesiastical Review*.

80 Pages and Cover

Price: \$1.00 Postpaid

(discount on 10 or more copies)

**The American Ecclesiastical Review**

The Catholic University of America

Washington 17, D.C.

In answering advertisements please mention THE REVIEW

# The CATHOLIC EDUCATIONAL *Review*

RT. REV. J. A. GORHAM, S.T.L., M.A., Editor-in-Chief

RT. REV. J. A. MAGNER, Ph.D.,  
Managing Editor

RT. REV. F. J. HOULAHAN, S.T.D., Ph.D.,  
Associate Editor

RT. REV. E. KEVANE, M.A., Ph.L.,  
Associate Editor



REV. J. F. NEVINS, Ph.D.,  
Associate Editor

REV. R. P. DuMAINE, M.A.,  
Associate Editor

SISTER M. BRIDEEN, O.S.F., Ph.D.,  
Associate Editor

Vol. LIX

December, 1961

No. 9

## CONTENTS

THE PROBLEMS OF THE PAPER AND SOME SOLUTIONS.....	577
Sister Mary Janet, S.C.L.	
WHAT IS A MENTALLY HEALTHY TEACHER?.....	586
Sister Mary Anilla, C.S.S.F.	
PARENTS AND THE EDUCATION OF THEIR CHILDREN.....	596
Rev. Edward P. Dunne, O.P.	
ESSENTIALS AND INCIDENTALS IN GUIDANCE.....	608
James J. Cribbin	
THE CATHOLIC UNIVERSITY RESEARCH ABSTRACTS.....	620
HIGHER EDUCATION NOTES.....	622
SECONDARY EDUCATION NOTES.....	624
ELEMENTARY EDUCATION NOTES.....	626
NEWS FROM THE FIELD.....	628
BOOK REVIEWS.....	630
BOOKS RECEIVED.....	635
NEWS OF PRODUCTS AND SERVICES.....	639
INDEX TO VOLUME LIX.....	640

Published monthly September through May by The Catholic Education Press, The Catholic University of America, Washington 17, D. C. Subscription price: yearly, \$5.00; single number, 60 cents. Indexed in The Catholic Periodical Index, The Education Index and The Guide to Catholic Literature. Second class postage paid at Washington, D. C.

Business communications, including subscriptions and changes of address, should be addressed to The Catholic Educational Review, The Catholic University of America, Washington 17, D. C. Please address all manuscripts and editorial correspondence to the Editor in Chief, 302 Administration Building, The Catholic University of America, Washington 17, D. C.

Trade-mark registered in U. S. Patent Office  
Copyright, 1961, by The Catholic Education Press

## *Special Offer to Subscribers*

The 41 Volumes of **THE FATHERS OF THE CHURCH** now in print may be purchased for only \$3.50 per volume (regular list price \$5.00 per volume).

**This Offer Expires December 31st, 1961.**

New Subscribers may take advantage of this special offer by beginning their subscription NOW with any volume currently in print.

### **Volumes now in print:**

1. The Apostolic Fathers. St. Clement of Rome. St. Ploycarp. St. Ignatius of Antioch. The Shepherd of Hermas. The Fragments of Papias.
2. St. Augustine: Christian Instruction, Admonition and Grace, The Christian Combat, Faith, Hope and Charity.
3. Salvian the Presbyter.
4. St. Augustine: The Immortality of the Soul, The Magnitude of the Soul, On Music, The Advantage of Believing, On Faith in Things Unseen.
5. St. Augustine: The Happy Life, Answer to Skeptics, Divine Providence and the Problem of Evil, Soliloquies.
6. St. Justin Martyr.
7. Niceta of Remesiana. Sulpicius Severus. Vincent of Lerins. Prosper of Aquitaine.
8. St. Augustine: City of God, Books 1-7.
9. St. Basil.
10. Tertullian: Apologetical Works. Minucius Felix.
11. St. Augustine: Commentary on the Lord's Sermon on the Mount, with Seventeen Related Sermons.
12. St. Augustine: Letters, 1-82.
13. St. Basil: Letters, 1-185.
14. St. Augustine: City of God, Books 8-16.
15. Early Christian Biographies: Pontius: Life of St. Cyprian. Possidius: Life of St. Augustine. Paulinus: Life of St. Ambrose. St. Athanasius: Life of St. Anthony. St. Jerome: Lives of St. Paul the First Hermit, St. Hilarion and Malchus. Ennodius: Life of St. Epiphanius. St. Hilary: Sermon on the Life of St. Honoratus.

16. St. Augustine: Treatises on Various Subjects (The Christian Life, Lying, The Work of Monks, The Usefulness of Fasting, Against Lying, Continence, Patience, The Excellence of Widowhood, The Eight Questions of Dulcitius).
17. St. Peter Chrysologus and St. Valerian.
18. St. Augustine: Letters, 83-130.
19. Eusebius Pamphili: Ecclesiastical History, Books 1-5.
20. St. Augustine: Letters, 131-164.
21. St. Augustine: Confessions.
22. The Funeral Orations of St. Gregory Naziansen.
23. Clement of Alexandria.
24. St. Augustine: The City of God, Books 17-22.
25. St. Hilary of Poitiers.
26. St. Ambrose: Letters, 1-91.
27. St. Augustine: Treatises on Marriage and Other Subjects.
28. St. Basil: Letters, 186-368.
29. Eusebius Pamphili: Ecclesiastical History, Books 6-10.
30. St. Augustine: Letters, 165-203.
31. St. Caesarius of Arles.
32. St. Augustine: Letters, 204-272.
33. St. John Chrysostom.
34. St. Leo the Great: Letters.
35. St. Augustine: Against Julian.
36. St. Cyprian.
37. St. John of Damascus.
38. St. Augustine: Sermons on the Liturgical Seasons.
39. St. Gregory the Great: Dialogues.
40. Tertullian: To the Martyrs, On Spectacles, On the Apparel of Women, On Prayer, On Patience, On the Chaplet, On Flight in Time of Persecution.
41. St. John Chrysostom: Homilies 48-88 on St. John the Apostle and Evangelist.

Complete Information May Be Obtained From—

*The Catholic University of America Press*

620 Michigan Avenue, N. E. • Washington 17, D. C.

## For Your Pamphlet Rack

- ☐ **THE EUCHARISTIC FAST**—by Rev. Adrian Holzmeister, O.F.M. Cap. Reprinted from the November 1960 issue of *The American Ecclesiastical Review*. This handy 12-page booklet, measuring 5½ x 8½ inches, contains a special cover, and is attractively bound. Single copy 25¢; 20¢ each in lots of 25 or more.
- ☐ **NOW THAT THE ELECTION IS OVER**—by V. Rev. Francis J. Connell. Reprinted from the January 1961 issue of *The American Ecclesiastical Review*. This handy 16-page booklet, measuring 6 x 9 inches, contains a special cover, and is attractively bound. Single copy 25¢; 22¢ each in lots of 25.
- ☐ **JUVENILE COURTSHIPS**—by V. Rev. Francis J. Connell, C.S.S.R., School of Sacred Theology, The Catholic University of America. This article originally appeared in the March 1955 issue of *The American Ecclesiastical Review*, and is now in its 6th reprinting. Single copy 25¢; in lots of 25, 20¢ each.
- ☐ **HUMAN EVOLUTION**—1956 with Appendix **THE PRESENT CATHOLIC ATTITUDE TOWARDS EVOLUTION**—by J. Franklin Ewing, Professor of Anthropology, Fordham University. This interesting and educational article is very well written in a *non-technical* style, and has received wide acceptance by the public and students of Anthropology. Reprinted from the October 1956 issue of *Anthropological Quarterly*, it is now in its 3rd reprinting. Single copy \$1.00; discount on 5 or more copies.
- ☐ **CO-OPERATION OF CATHOLICS IN NON-CATHOLIC RELIGIOUS ACTIVITIES**—by V. Rev. Francis J. Connell. This article originally appeared in 3 installments . . . February, March and April 1956 issues of *The American Ecclesiastical Review*. By popular demand, it is now available as a 32-page paper bound reprint. Single copy 75¢; discount on 5 or more copies.
- ☐ **HOW SHOULD PRIESTS DIRECT PEOPLE REGARDING THE MOVIES**—by V. Rev. Francis J. Connell. Originally appearing in the April 1946 edition of *The American Ecclesiastical Review*, an Appendix has been added, and the 16-page reprint is now available in an attractively bound, paper cover. Single copy 30¢; 25¢ each in lots of 10 or more copies.

*Special!*

1 copy each of the above booklets  
@ \$2.25 postpaid

Order from:

**The American Ecclesiastical Review**  
THE CATHOLIC UNIVERSITY OF AMERICA  
WASHINGTON 17, D. C.

## FREE! FILM MAILERS

Save up to 40% on all your Photo Processing.

Also, large savings on film made possible by dealing direct.

Send for Mailers and Price List

**Traveler's Fast Mail Photo Service**

P. O. Box 8426

Cleveland 34, Ohio

## PLAYS

### OUR 1962 FREE CATALOG

Our 144 page Catalog of one and three act plays for church and school production. Plays that are clean and wholesome—excellent entertainment and ideal for fund raising projects. Sent FREE to Program Sponsors.

**THE HEUER PUBLISHING COMPANY**

Box 551

Cedar Rapids, Iowa

## Sell famous Mason Candies and in 4 to 15 days your group can make \$300 to \$2500

For complete information fill in and mail us the coupon shown. If you decide to go ahead you don't risk a cent,—you pay nothing in advance. We supply on consignment your choice of **THREE VARIETIES** of famous Mason Candy. At no extra charge each package is wrapped with a band printed with your organization's name and picture. You pay after you have sold the candy and return what you don't sell. Candy is sold at less than regular retail price. You make \$12.00 on every 30 sales of our \$1.00 box (66 $\frac{2}{3}$ % profit to you on cost). There's no risk! You can't lose. Mail in coupon today for information about MASON'S PROTECTED FUND RAISING DRIVES.

MR. GEORGE M. RAUSCH, Dept. CR-12  
Mason, Box 549, Mineola, N. Y.

Gentlemen: Please send me, without obligation, information on your Fund Raising Plan.

Name \_\_\_\_\_

Age if under 21 \_\_\_\_\_

Address \_\_\_\_\_

Organization \_\_\_\_\_

Phone \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_

Mason Candies, Inc., Mineola, L. I., N. Y.

*Now in its Seventh Reprinting*

## HUMAN EVOLUTION-1956

WITH APPENDIX

**THE PRESENT CATHOLIC ATTITUDE TOWARDS EVOLUTION**

by J. FRANKLIN EWING, S.J., PH.D.

*A reprint from the October 1956 issue of  
ANTHROPOLOGICAL QUARTERLY*

Father Ewing is Professor of Physical Anthropology at Fordham. This interesting and educational article is very well written in a *non-technical* style, and should be of particular interest to all Catholic students and Educators.

52 pages, 5 figures

Single copy .....	\$1.00	In lots of 10 .....	.80 ea.
In lots of 5 .....	.90 ea.	In lots of 25 .....	.70 ea.

Prices Postpaid

**Yearly subscription to the Quarterly — \$4.00**

**ANTHROPOLOGICAL QUARTERLY**

620 Michigan Ave., N.E.

Washington 17, D. C.

# The Catholic Historical Review

*Official Organ of the  
American Catholic Historical Association*

A QUARTERLY JOURNAL  
Founded in 1915

MARTIN R. P. MCGUIRE AND ROBERT F. TRISCO  
*Associate Editors*

JOHN TRACY ELLIS, *Managing Editor*

*Annual Subscription: \$7.00, U. S., Canada & Foreign*

---

The Catholic Historical Review  
THE CATHOLIC UNIVERSITY OF AMERICA PRESS  
Washington 17, D. C.

## LATIN AMERICA

*A Special Issue - April 1961*

*Anthropological Quarterly*

The complete contents:

- Methods for the Analysis of Cultural Change
- Social Structural and Economic Themes in Andean Ethnohistory
- Italian Colonization in Southern Brazil
- The Canela Since Nimuendaju
- Twentieth Century Spanish Expatriates in Cuba
- Social Structure and Mobility in Cuba
- An Interpretation of Tarahumara Interpersonal Relations
- Xaibe — A Mayan Enclave in Northern British Honduras

92 pages and cover

Price: \$2.00 per copy (discount on 5 or more copies)

---

**ANTHROPOLOGICAL QUARTERLY**

620 Michigan Ave., N. E.

Washington 17, D. C.

Reprinted by popular request—

## Why Brothers Don't Become Priests

by  
Quentin Hackenwerth, S.M.

This article was originally published in the January 1961 issue of *The American Ecclesiastical Review*

12 pages plus cover —  $5\frac{1}{2} \times 8\frac{1}{2}$   
Sample copy ..... 20¢  
In lots of 25 ..... 18¢ ea.  
In lots of 100 ..... 14¢ ea.

Prices Postpaid

**The American Ecclesiastical Review**  
The Catholic University of America  
Washington 17, D. C.

## Your Book Published!

If we think your manuscript has unusual possibilities, we will offer you a straight royalty or reasonable subsidy basis. Send manuscript for free editorial report or write for Brochure CO.

PAGEANT PRESS, 101 Fifth Ave., New York 3, N. Y.

### JUVENILE COURTSHIPS

by V. Rev. Francis J. Connell

(A reprint from *The American Ecclesiastical Review*)  
Single copy, 25¢ — In lots of 25, 20¢ ea.

THE AMERICAN ECCLESIASTICAL REVIEW  
620 Michigan Ave., N.E. Washington 17, D.C.

### "PYGMIES AND PYGMOIDS: TWIDES OF TROPICAL AFRICA"

January 1955 Issue of  
ANTHROPOLOGICAL QUARTERLY

Price: \$1.00 Postpaid  
ANTHROPOLOGICAL QUARTERLY  
620 Michigan Ave., N. E.  
Washington 17, D. C.

Now available in reprint form —

## The New Rubrics For The Divine Office

by

V. Rev. John P. McCormick, S.S.

[ Reprinted from the Dec. 1960 and Jan. 1961 issues of  
*The American Ecclesiastical Review* ]

This handy 16-page booklet, measuring  $5\frac{1}{2} \times 8\frac{1}{2}$  inches, contains a special cover, and is attractively bound.

Sample copy ..... 25¢  
In lots of 25 ..... 20¢ ea.  
In lots of 100 ..... 18¢ ea.

Prices Postpaid

**The American Ecclesiastical Review**  
The Catholic University of America Washington 17, D. C.

Announcing a new guide to published tests . . .

## TESTS IN PRINT

### A COMPREHENSIVE BIBLIOGRAPHY OF TESTS FOR USE IN EDUCATION, PSYCHOLOGY, AND INDUSTRY

Edited by OSCAR KRISEN BUROS  
*Rutgers, The State University*

This convenient new reference book provides brief information on more than 2,000 tests of all kinds which are currently available to test users—achievement batteries and tests in specific areas, intelligence, scholastic aptitude, and mental ability tests, character and personality tests, vocational interest, aptitude, and selection tests, and numerous others. Complete cross references to additional information and critical test reviews to be found in *The Mental Measurements Yearbooks* are provided. There are also shorter listings for more than 800 out of print tests, and other materials of interest to test users. Complete, convenient indexes. An invaluable time saver for teachers, counselors, administrators—anyone who has responsibilities for selecting published tests. Pp. xxix, 479. \$7.00 plus postage (prepaid orders are postpaid).

**THE GRYPHON PRESS** 220 Montgomery St. Highland Park, N.J.

Now available in reprint form—

### The Sacred Congregation of Rites

AN INSTRUCTION CONCERNING SACRED MUSIC  
AND THE SACRED LITURGY, ACCORDING TO  
THE ENCYCLICAL LETTERS OF POPE PIUS  
XII, *MUSICAE SACRAE DISCIPLINA* and  
*MEDIATOR DEI*\*

\*The translation is that of the NCWC News Service.

(Reprinted from the December 1958 and January 1959  
issues of *The American Ecclesiastical Review*)

40 Pages and Cover

Sample copy .....	65¢	In lots of 10.....	55¢ ea.
In lots of 5.....	60¢ ea.	In lots of 25.....	50¢ ea.

Prices Postpaid

★ ★ ★

## The American Ecclesiastical Review

The Catholic University of America      Washington 17, D. C.

## THE PROBLEMS OF THE PAPER AND SOME SOLUTIONS

By Sister Mary Janet, S.C.L.\*

PITY THE POOR research paper. Nobody seems to like it: the student who must write it, the teacher who must read it. Why then does it survive, among the hardiest of the perennials in academe?

First of all, I suspect, because it is traditional, one of the tried methods that we might just as well acknowledge at the outset appears to be here to stay. But the fact of survival is not a sufficient explanation; what appears to be the reason for this survival, this sort of natural selection that annually weathers the ravages of millions of freshmen across the nation? The labor of correction apart, the research paper is, I believe, essentially regarded with great respect by the profession as something more than a method, as something beyond a technique, as something that is in itself, a learning experience.

Ask practically any faculty member whose master's thesis or doctoral dissertation is mouldering away in some library, unknown, unhonored, and unsigned out to these many years, still he will be apt to tell you that the process of doing that dissertation remains one of his most valid educational experiences. Why? Because he not only delved intensively into the subject of his study, but the very process itself—the digging, selecting, sorting, organizing, reflecting, presenting; the independence, the perseverance, the minute completeness it demanded—this was a kind of learning, a development of intellectual habits. What he learned from that dissertation is not simply in those pages; it is in him. It was a sort of discipline within a discipline, doing as disciplines do, at least two things at once: teaching you the *what* and also teaching you the *how*.

This briefly is the rationale, as I see it, for the continuing post-script in catalogues or first-meeting lectures: "A term paper is required."

If, however, the paper is to live up to these august reasons for being, it would be well to clear away some of the underbrush that strangles its true and full development. My purpose here, then, is

---

\* Sister Mary Janet, S.C.L., is on the staff of St. Mary College, Xavier, Kansas.

to isolate a few of these stranglers and suggest how a faculty might cooperate in cutting them down and out. These obstacles I classify in four groups with titles more convenient than they are exact: (1) too many and too few; (2) too late and too early; (3) too big and too little; (4) too borrowed and too true.

#### TOO MANY AND TOO FEW

First of all, too many. There are too many research papers. In most of our colleges and universities, a student majoring in one of the humanities is likely to be required to do four or five papers a semester. It is not unheard of for an upperclassman to have a paper requirement in every course he is taking. If we expected a real research job with some attendant thinking, this is excessive. There is simply not enough time: not enough time to dig about in the library, not enough time to read, not enough time to think, not enough time to do justice to regular course work. Probably the ideal would be two papers a semester, even in some cases, one each semester of the junior and senior years.

Now obviously only the faculty is in a position to move toward such an ideal—if, indeed, we agree that it is an ideal. How could it be accomplished?

I suggest a faculty committee—preferably not a new one but perhaps a sub-committee of an existing academic affairs committee—be empowered to adjust student paper loads. The committee would simply meet early each semester to designate one or two courses in which the student is enrolled as courses requiring for him a research paper. This assignment would be subject to faculty approval; indeed faculty recommendations might well guide the committee's assignments; and ordinarily, of course, the student's major field would be the area designated for at least one of his projects.

A modification of this proposal might be to delegate all power of assigning research papers to the student's major department and then require that the department assign the major at least one paper but no more than two per semester of his junior-senior years. Probably more familiar with the student's background and program than others, the departmental chairman or advisor would be in an ideal position to deploy the research paper to deepen, widen or integrate the education of the individual student according to his

needs. A further idea along this line: a single senior paper, or senior thesis, might for some students in some departments be a highly rewarding substitute for a half-dozen half-baked, unrelated, undigested term papers. This, note, would also serve to carry forward an honors program.

The advantages of such systematic adjustment of paper requirements would primarily be in keeping student energy from spreading itself too thin, but there are also two corollary advantages: (1) it would lighten the teacher's paper load and permit her to give more time and guidance to the research projects of her majors; (2) it would assure that every student is being exercised in the research method.

For the other side of the coin of too many is too few. Do we not know of students who have graduated from our colleges without having written a single research paper? If we sincerely believe that research is a vital method of learning, then this possibility is something that should be prevented too.

#### TOO EARLY AND TOO LATE

There are also two sides to the next coin: too early and too late.

The "too late" can be briefly disposed of. Descriptively, it's the teacher (we've all had one!) who comes blithely into the last class before Christmas vacation and announces that a paper is due before semester examinations. This is too late. Granted that the normal collegian waits anyway until Christmas vacation to write the paper assigned in September. That is his fault, not ours. And even if the writing process doesn't begin until December 26, still there are possibilities, admittedly slender, that the reading process has begun earlier; and there are even plumper possibilities that the thinking-planning process has been growing, even if the stack of note cards hasn't.

At any rate, this obstacle to better student performance can be cut down by a simple faculty resolution to make the paper requirement known very early in the course, preferably at the first meeting.

The "too early" is something else again. There are those who argue that research is fundamentally a graduate discipline. They deplore its use among undergraduates and become hysterical at the thought of its being used in high schools. They reason, with considerable validity, that it degenerates into mere technique providing

some handy know-how for the college prep student that enables him to be one-up in his freshman English course where the whole process is taught all over again.

But this special problem aside, when can we legitimately expect college students to do a genuine job of research? I expect most of us would not go along with the thesis that only the graduate student is ready for it, as we have had evidence of the ability ("research readiness"?) among our majors. However, I wonder if you wouldn't also grant that undergraduates are not as a rule ready for the real tasks of research until their junior year? Plowing through freshmen research papers has convinced me that all you can teach most freshmen about research is: (1) how to go about using the card catalog, the encyclopedia, the *Readers' Guide*; and (2) what *ibid.* is and what *ibid.* isn't. In other words, the mechanics.

Now, let it be admitted that the student should early in his college career get acquainted with the library resources of his school. But need this be married to the term paper and the freshman English course, as it is in many places? The most opportune time for library introductions is early, very early, in the first year; the people on campus best prepared for this task are the librarians themselves. Why not make instruction on the use of the library part of the freshmen orientation program, which, by the way, in many places could use some orientation toward the academic?

For more than such a preface to research, the freshman is not ready. He needs time—time to learn effective composition skills, to organize larger and more complex materials than he has handled before, to develop powers to express fully and clearly, even on occasions elegantly, his ideas; time to accumulate information, a stockpile, a backlog for writing; time to learn to read critically, to analyze, to judge; time to discover relationships. Not until such a time, a time for intellectual maturing, is the student ready for the organizational and evaluative business that is at the heart of real research. May I suggest then that research papers be reserved to junior and senior courses?

#### TOO BIG AND TOO LITTLE

The next pair: too big and too little. By "too little" I mean too picayune, too fussy, too overanxious about technical details. Should this be *ibid.* or *op. cit.* or *loc. cit.*? That sort of thing. With

Thoreau, let's "Simplify! Simplify!" This is not heresy. This is the current direction in which the learned journals seem to be moving (witness: the MLA style book)—toward simplification of technical details.

Consider, for instance, how two practices, both endorsed by the MLA handbook for submitting papers to learned journals, would simplify the normally excruciating footnoting process: (1) eliminate *ibid.*, *op. cit.*, *loc. cit.* in secondary citations in favor of the author's last name followed by the page number; (2) permit students to submit papers with note sections rather than footnotes. Recall your own experience of re-typing a page seven times to get a footnote "in" and ask yourself if you really learned anything by such a task—except how short was your patience. Having the note at the bottom of the page is, granted, a convenience for the reader, but is our convenience commensurate with the time and trouble it took the student to get it there?

But, above all in this regard, is there any excuse at all, except a kind of technical myopia, which prevents all departments of a faculty from agreeing on the use of one style book?

More important, "too little" refers to subjects, selected or alas! too often suggested, that are too little, too insignificant, too narrowing, too ultimately deadening. Adjective counts and such. Subjects that are all bone and no meat. Subjects that aren't worth the work.

If, however, professors are sometimes prone to suggest topics that are too small, students are partial to ones that are too big. Of course, this reflects the specialist background of the professor, the lack of background of the student. For undergraduates, a *via media* would seem the wisest, most fruitful course. Here the professor must be on his guard not to impose some to-him-intriguing bypath of his doctoral study on a student who hasn't as yet seen the country from the main road. On the other hand, the teacher must guide the student away from the overly ambitious, highly generalized, and all-inclusive subjects to which students seem addicted, such as "the Philosophy of Plato," "The American Civil War."

Of course, if the suggestion were followed that research be restricted to juniors and seniors, much of this problem would be obviated. In any case, teacher guidance can be effectively applied by requiring students to submit topics for approval; or by submitting a list of topics to the student from which he may select a topic.

However, some topics may be perfectly adapted to the student's potential and still be "too big" for the materials on hand. This might prove particularly true of a senior major doing a specialized paper in a seminar or as an honors paper in a small college. At such a point in his education, a student might well be expected and want to handle source materials, primary or highly specialized, that are not always accessible in even a very good undergraduate library. What then? A few suggestions.

One is to select or guide students toward topics that require intensive critical development rather than extensive research. For instance, a student who elected to study *Gulliver's Travels* in relation to eighteenth-century travel literature would need a highly specialized library, but a student who did a paper on the irony in the same book would find much of his exploratory territory in the book itself.

A more utopian approach would be to have each department by dint of judicious ordering provide a comparatively thorough research coverage in at least some facets of their discipline. The classics, for instance, might elect to concentrate on Virgil and mythology; the historians on the American and French revolutions, and so on. Such areas of concentration of research materials, dictated and reinforced by the preparation and interests of the professors in the field, would provide competent students the opportunity to "explore in depth," as the current jargon has it.

More down-to-earth, there are the widening possibilities of the controlled research method. On the market today are a mushrooming number of controlled research readers or sourcebooks. These are essentially collections of source materials on a given subject, for example, *The Commonwealth versus Sacco-Vanzetti*, *Little Rock U.S.A.*, *The Scarlet Letter Handbook*. Materials here are ones that would ordinarily be inaccessible to the undergraduate in the smaller college, even at times to the undergraduate with a university library at his command.

A homespun version of the controlled research technique would be for the instructor to compile a bibliography of books and articles available on campus in one large subject area and then require topics to be culled from that area.

In connection with bibliography, controlled or uncontrolled, in the interest of authentic scholarship, stress quality rather than quantity (some students still think we weigh in papers and do bibliog-

raphy counts) and avoid like a plague what we might call "beep-beep" bibliographies, ones that keep giving off the same message source after source.

#### TOO BORROWED AND TOO TRUE

Now for the final pair: too borrowed and too true. More specifically, these might be rechristened the two P's: Platitude and Plagiarism. Whatever you call them, they are two archenemies of genuine student research writing, for they torpedo its basic premise—thought. The plagiarist doesn't think; he merely copies. The platitudinist doesn't think; he merely echoes.

Of the two, the temptation to platitude is the more subtle and in some respects the more pernicious, because the appearance of truth can conceal the absence of thought. How, then, can you recognize it? Be suspicious and ruthless about truisms, bromides, clichés, labels, jargon, abstractions, unwarranted generalizations, stereotyped ideas (particularly if served up in stereotyped expressions), dogmatic statements of what is not dogma, and of what a colleague has been pleased to call "the pious bias."

How do you help prevent students from writing "whited sepulchres" and "canned papers"? First of all, be certain that the topic the student selects is an authentic problem in research. Some topics are in reality essay topics which the student merely bolsters by the quoted opinions of others who agree with him. "The good secretary is an invaluable asset"—true, but not a research topic. It is, in a sense, too true, a truism. There is no room for investigation. Research is not the right approach to such a subject.

Secondly, be sure the student doesn't begin with a conclusion. (This does not rule out, of course, the use of a working hypothesis—but let us be certain that it is an hypothesis that is working.) "Eisenhower [Democrats read: Kennedy] is the greatest political leader of modern America." The student obviously has no intention of discovering anything to the contrary. What he reads, what he selects to include in his paper, all will be governed, not by a concern for truth, but by how well it supports his conclusion.

Finally, demand the concrete and specific. The most legitimate of research topics can be reduced by some students to a pile of platitudes by the habit of stringing together a series of unproved, unexplained, undemonstrated generalizations. Generalizations are

valid when they appear as propositions to be proved or as conclusions that have been proved. Otherwise—out. Too often the entire fabric of a student paper is woven together loosely of generalizations only. Antidote: administer red pencil liberally; demand rigorously proof, evidence, explanation, illustration, the steps of argument, the concrete, the specific spelling out of the general. In a society alarmingly given over to the power of language to persuade by slogans and labels, we as educators should passionately affirm the power of language to explore the complexities of reality.

Easier to define, plagiarism is as difficult to eradicate. It has been described as the scissors-and-paste method and defined as a series of quotations joined together by Scotch tape. We all know what it is; the problem is how to circumvent it. There is no panacea.

Negative remedies include having the teacher turn detective, checking quotes, footnotes, suspiciously professional phrasing. But this is a little wearing on the teacher and a little late for the student. Of course, it might prevent future plagiarism but as Mr. Eliot remarked in a far different context:

The last temptation is the greatest treason:  
To do the right thing for the wrong reason.

More efficacious are the before-the-fact gimmicks, such as progress reports, required checks on note cards, and the like. Still often after a good deal of busy-work, the teacher is likely to receive a paper written largely by Alfred North Whitehead. If, however, the student paper load were adjusted as has been proposed, there would be time available for student-teacher conferences on reading, the direction of the accumulating evidence, the implications, the possible approaches, and other matters—all of which would go a long way toward solving the plagiarism problem and, more significantly, toward expanding the educational values of student research.

The controlled research method can also make a contribution in this direction. Materials so presented are manageable enough to be thoroughly digested by the student and—as the student knows—thoroughly familiar to the teacher!

But the real solutions to plagiarism and to platitude, indeed to the total problem of better student papers, are the long range, tough ones: a sense of intellectual honesty in the student; an ability to digest and evaluate the ideas of others; a power and desire to do one's own thinking.

These cannot be taught in any one semester in any one course. They should be products of every course a student takes in a college. They should be part of the very atmosphere of a college, where, moreover, one of the most telling incentives to student scholarship is the example of a teacher who never ceases to be a student. By the time he is a junior or senior, the student should have put on that habit of mind that would balk instinctively at the intellectually phoney, at the intellectually dishonest, at the intellectually unworthy.

Admittedly, this is ideal. But insofar as we as teachers fail to provide the impetus and direction to the formation of this kind of student, we fail in our very purpose of being. Whenever we grade a student on a research paper, we in some way grade ourselves.

\* \* \*

*The Carnegie Corporation of New York has awarded a grant of \$350,000 for a study of Catholic elementary and secondary schools in the United States. The project will be a factual study of curriculum, administration, teacher education, quality of academic achievement, academic goals, and plant facilities. The research project will be based at the University of Notre Dame, which will administer the grant. Members of the project's guidance committee are: Very Rev. Theodore M. Hesburgh, C.S.C., president of Notre Dame; Dr. George N. Shuster, a member of the Notre Dame staff who retired last year as president of Hunter College, New York; and Rt. Rev. Msgr. Frederick G. Hochwalt, executive secretary of the National Catholic Educational Association and director of the Educational Department, National Catholic Welfare Conference. The project will be a two-year study, and its findings will be published in book form. A director and a national advisory committee, to be made up of bishops, educators, and civic leaders, are to be named for the project later.*

\* \* \*

*The Paulist Press has published a handbook and catalogue to guide Catholic educators in the formation of elementary-school libraries. Part of the Press's new Catholic Library Service, the book is offered free. The Service will offer a basic library of some 1,600 books for schools, selected by members of the Catholic Library Association and the American Library Association. The handbook, which also contains information on how to set up and operate a library, is available at 180 Varick Street, New York 14, New York.*

## WHAT IS A MENTALLY HEALTHY TEACHER?

By Sister Mary Anilla, C.S.S.F.\*

**M**ENTAL HEALTH is the ideal for which every teacher should strive. The psychological interaction involved in teaching youngsters who, now more than ever before, are experiencing the stresses caused by the cultural growing pains of today's society and by the feelings of tension, unrest, and insecurity in the world at large, demands a teacher with a strong personality, a teacher who will be able to secure and maintain an atmosphere of peace, kindness, mutual helpfulness, and understanding. Viewed in terms of the highly-pressured demands of the twentieth century, a teacher's responsibility is a seriously crucial one because her work carries over not only into her own personal life, but also into the personal lives of her students; her work not only affects the here and now and the subsequent life and progress of her students, but also all eternity.

What is a mentally healthy teacher? Many definitions and identifications of a mentally healthy person have been advanced by eminent authorities in the field of psychology and mental hygiene. For the purpose of this discussion, a brief and broad definition and description will be set forth.

A mentally healthy person is one who has learned to look at reality and to deal with it constructively. Mindful of the fact that to some degree he contributes to the make-up of the world around him, he will be willing and intelligent enough to look at reality fairly and squarely, so to speak, and in consequence to cultivate a wholesome attitude in his relationships with others. He will try to know himself, accept himself, and be himself, and he will accept other individuals as they are.

The mentally healthy person derives encouragement and satisfaction from a challenge, from struggle. It is not always that he will be able to turn adversity into achievement, failure into success, disappointment into satisfaction. He knows that dissatisfaction and disappointment may come. After a failure, however, a mentally healthy person has the capacity and the serenity to assess his abilities,

---

\* Sister Mary Anilla, C.S.S.F., is a diocesan supervisor in the Diocese of Oklahoma City-Tulsa.

redirect his energies, and begin again. He is ready to accept present disappointment for future success or gain.<sup>1</sup>

#### CREATING ATMOSPHERE OF LOVE

Psychologists teach that every person possesses two powerful drives, to love and to hate. Because ours is a vocation to love, we must really try to understand the profound lessons embodied in the precept, "Love your neighbor as yourself." Very often we simply banter it about merely as a beautiful saying or a slogan to print on a poster. On serious thought, our mandate to love our neighbor has deep and significant implications for mental health. In all truth, if this precept of love were followed and observed conscientiously, it would put an end to neglect, thoughtlessness, prejudice, cheating, lying, stealing, fighting, and war. By loving his neighbor a mentally healthy person can direct even his most hostile feelings into creative and constructive outlets. Mental health depends on how well we control our feelings of hate and how well and how successfully we foster feelings of love, the only neutralizer for hostility.<sup>2</sup> Furthermore, a religious teacher, in fact, every person who bears the distinctive mark of "Christian," should and must live a life of love. At the risk of belaboring the obvious, let us note that the religious teacher by virtue of her lofty office has the obligation of creating an atmosphere where love will help to form the Christian character of youth.

Pope Pius XII captured the true dignity of a mentally healthy teacher when he said:

Good teachers are those with a clear, professional Catholic conscience, a soul burning with apostolic zeal, an exact idea of doctrine, which must penetrate all their teaching, and a profound conviction of serving the highest spiritual and cultural interests, and that in a field of special privilege and responsibility.

Good teachers, then, should have perfect human formation, intellectual, and moral. For the teaching office is a lofty position which calls for intellectual discernment and for goodness of heart, for a capacity for intuition and

<sup>1</sup>Fritz Redl and William W. Wattenberg, *Mental Hygiene in Teaching* (New York: Harcourt, Brace and Co. 1959), pp. 479-481.

<sup>2</sup>Gladys Engel Lang, ed., *Mental Health* (New York: H. W. Wilson Co. 1958), pp. 9-14.

delicacy of spirit, for adaptability and adjustment as well as human depth, capable of bearing all for the love of neighbor.<sup>3</sup>

While teaching is a lofty vocation, it is at the same time a difficult and a complicated one. Pope Pius XII observes that "the task of a teacher is not only hard on human nature, but it is also difficult."<sup>4</sup> Looking at teaching realistically and observing the hard facts of a teacher's daily and never-ending obligations fairly, we must admit that teaching is a continuous process of curriculum revisions, innovations in methods, shifts in philosophy, adjustment to administrative direction, and to the pressures and demands of parental and public opinion. Teaching, therefore, requires a special knowledge of pedagogical techniques; it requires constant study, practice, mutual help and support; and an arduous formation and complete self-control.<sup>5</sup>

Another difficulty incumbent upon teaching very often arises from the teacher-student-school relationship because the whole concept of "school and teacher" carries a large variety of values, motivations, and aspirations which each individual brings from his home, from his culture, and from his neighborhood. To cope with these many and varied changing situations in a classroom environment, to offset strains and tensions, and to maintain evenness and loveliness of temper, a classroom requires a teacher who, according to Pius XII, possesses masterful self-control.

#### PRACTICING ART OF ARTS

On the other hand, teaching is a most rewarding and a most satisfying occupation because it enables the teacher to practice the art which, according to Saint John Chrysotom, surpasses all other arts in excellence. "To form the minds and mold the characters of youth, is the art of all arts."<sup>6</sup> What a tremendous privilege and what a serious responsibility this is! By preparing better future citizens for this world and worthy citizens of heaven, the teacher is not only contributing to the advancement of civilization and to the

<sup>3</sup> Pius XII, "Secret of Good Schools," in *The Popes on Youth*, ed. Raymond E. Fullam, S.J. (Buffalo: Canisius High School 1956), p. 287.

<sup>4</sup> Pius XII, "Duties and Rights of Catholic Teachers," *ibid.*, p. 289.

<sup>5</sup> *Ibid.*, p. 289.

<sup>6</sup> As quoted by Pius XII, *ibid.*, pp. 290-291.

development of a Christian community, but she is also leading her students to their ultimate appointed end.

Fortified by solid faith and love of prayer, the truly zealous teacher will interest herself more in education than in mere instruction, mindful of the fact that the formative influence of her classroom environment more than the inborn characteristics of her students contributes towards their psychological, intellectual, moral and social growth. Mere textbook teaching or preaching will not bring about the desired and the desirable results. In reminding teachers of their serious responsibility to form the minds and hearts of youth, Pope Pius XII said: "Be fathers of souls more than propagators of sterile information; form your pupils above all by the example of your life."<sup>7</sup>

It is reasonable to conclude, therefore, that a teacher's interests, attitudes, ideals, likes, and dislikes are as much a legitimate and a direct objective of instruction as are the principles and basic skills of all the subjects which she is trying to impart. Whatever a teacher is; whatever a teacher does; and whatever a teacher says supplies the most lasting impressions of the ways adults live and act in an adult environment. Much of the influence, therefore, is exerted upon the students not through the direct exercise of teaching itself, but through the so-called concomitants of learning. Long after the student has forgotten the process of balancing equations, the fifth declension, or the structure of the Spenserian stanza, he will gratefully remember the teacher who was a living lesson of generosity of spirit, patience, kindness, sincerity, and gentle helpfulness. "His (teacher's) manner of speaking and of behavior, his way of acting with his students, answering their questions to them, praising them and admonishing them—all this is a lesson they will never forget."<sup>8</sup>

#### TEACHING BY EXAMPLE

It can be said that a teacher's attitudes, ideals, and goals are easily absorbed by her students. Those attitudes, ideals, and goals communicate themselves; they are not taught but caught, so to speak. What a teacher knows determines to what extent she will inform,

<sup>7</sup> *Ibid.*, p. 288.

<sup>8</sup> Pius XII, "Pupils and Teachers in Delayed Education," James J. Cribbin and others, *Teacher's Handbook for It's Your Life* (New York: Harcourt, Brace and Co., 1958), p. 25.

but what a teacher is determines how she will form her students.<sup>9</sup> In his book on *Personal Mental Hygiene*, Moore is very specific in stating the teacher's obligations to her students. He says:

Let those who have to do with the training of the young develop in them a rational view of life. Let them help to outline an object and purpose in living which will make life worth while when finally it has been lived out. Let them teach by precept and example the nobility and the fruitfulness of a life in which the emotions are in all things subject to reason, and reason to the law of God.<sup>10</sup>

A teacher can never hope to impress her students with the nobility of life in which emotions are subject to reason if she assumes the commanding attitude of "Teacher knows best," if she mistakes rigid conformity for healthy adjustment; if she becomes a despot and a monarch of all she surveys; or if she transforms herself into an "avenging angel" in dealing with her students. Adolescents, and especially boys, have a wide range and assortment of names and appropriate titles for such teachers. These names and labels are not always dignified, but they are always accurate and exact.

How degrading it is for a teacher to lose self-control, self-dignity, and by her outburst of anger and impatience prove convincingly that she has failed, and failed miserably, to learn the lessons of meekness, kindness, and understanding—the very lessons which she hopes her students will learn. In one instant she can weaken and completely destroy the confidence which her students have placed in her.

Realizing the impact of her personality on her students, a teacher, and particularly a religious teacher, must make a real and earnest effort to keep her emotions on an even keel and her reactions to the many problems which will normally arise in an intimate classroom environment, healthy, wholesome and constructive. "There is no mental health and serenity apart from consistent self-management and self-control."<sup>11</sup> The teacher who has her emotions under con-

<sup>9</sup> Mother Bernadette Reifert, "Mental Hygiene of the Classroom," *The Catholic School Journal*, LVII (March, 1957), p. 73.

<sup>10</sup> Dom Thomas Verner Moore, *Personal Mental Hygiene* (New York: Grune and Stratton, 1944), p. 97.

<sup>11</sup> Lawrence A. Averill, *Mental Hygiene for the Classroom Teacher* (New York: Putnam Book Co., 1939), p. 50.

trol is equipping her students with a "dynamo for converting mental energy into moral energy and for translating principles and ideals into action and behavior."<sup>12</sup>

Cribbin and his collaborators in their *It's Your Life* series very simply and very clearly summarize the qualities of teachers who are equipped to lead, to guide, and to inspire their students by the power of good example. The authors believe that teachers with wholesome personalities are those who

- are, for the most part, at peace with themselves;
- are flexible so that they can "shift gears" easily according to the contingencies of classroom situations;
- are clear-headed enough to keep their aims in view despite surrounding confusions;
- are ready to admit their ignorance, but willing to do what is necessary to correct it;
- are able to guide subtly—without resorting to sermons, exhortations, or lectures;
- are considerate enough to respect students as persons, big enough to listen to opinions different from their own, and wise enough to accept student outbursts as expressions of feelings rather than personal insults;
- are willing to accept the motto, "That the student may increase and that I may decrease," without attempting to be a "know-it-all" "say-it-all", and "do-it-all" ring-master;
- are approachable so that students gravitate to them for advice and help.<sup>13</sup>

#### PROMOTING PUPILS' MENTAL HEALTH

The teacher's position as the key influence in promoting the mental health of her students is clear. Important as curriculum, physical facilities, methods, materials, and administrative organization may be, the teacher in her capacity as a professional person and as the adult in her classroom, determines the classroom climate and the corresponding mental health or mental illness of her students. According to Kaplan,

<sup>12</sup> Reifert, p. 73.

<sup>13</sup> James J. Cribbin and others, *Teacher's Handbook for It's Your Life* (New York: Harcourt, Brace and Co., 1958), p. 20.

Teaching is one of the few occupations where the practitioner's professional success is so closely related to personal qualities. Teachers retain their effectiveness as professional persons only so long as they remain warmly human, sensitive to the personal needs of children, and skillful in establishing effective relationships with them.<sup>14</sup>

It is impossible to separate the concept of the teacher as a teacher from the concept of the teacher as a person. A good teacher who is thoroughly prepared to present her subject matter in a life-like, purposeful and meaningful manner and who is, at the same time, mindful of the living "subjects" in her classroom, can be sure of stimulating a good and healthy atmosphere in her classroom and, consequently, can bring about the kind of learning that can withstand the test of time. According to Denemark, "The teachers who are creative, imaginative, and dynamic in their efforts to make learning a truly stimulating experience for youth are seldom the ones who are fearful, worried, unsure of their status, insecure regarding their own adequacy, or troubled by fears of the irrevocability of their mistakes."<sup>15</sup>

Observations and studies of the effect of the teacher's personality upon the personality and the behavior of her students confirm the fact that a well-adjusted, mature teacher who is professionally competent has a wholesome influence on the mental health of her students. One such study was completed by Laycock. His findings show the direct effect of the personality of the teacher upon the behavior of the students. A few of his observations are given here to illustrate how children reflect the tensions, anxieties, happiness or unhappiness of their teachers.

#### Case 5

Teacher appeared to be aware of the pupils' emotional, social, physical, and intellectual development. She created the "we" feeling. She seemed to like her children and seemed secure and adjusted. Result: Classroom gives the impression of being a busy, happy workshop.

<sup>14</sup>Louis Kaplan, *Mental Health and Human Relations in Education* (New York: Harper and Brothers, 1959), pp. 317-318.

<sup>15</sup>George W. Denemark, "Do Schools Have a Role in Adjustment?" *Educational Leadership*, XVI (November, 1958), 70.

## Case 1

Teacher was unimaginative, repressed and a heavy type personality. No motivation present. No evidence of vigor or enthusiasm. Result: Atmosphere of classroom was dead. Pupils worked quietly and listlessly and without enthusiasm. Teacher's attitude that school tasks were "something to get done" had communicated itself to the pupils.

## Case 11

Teacher is young, pleasant, and poised but she doesn't thrill pupils or lift them enough. Appears well-adjusted and emotionally stable, but she is not the warm, out-going type. She really doesn't love her job or her pupils. A deadly calm persists in the room, rather than tension. Result: Pupils are listless and work in routine manner.<sup>16</sup>

In several other studies which were examined, authorities on the subject of the teacher-pupil behavior relationship seem to agree that effective teaching is one of the best ways in which teachers can show the students that they are personally interested in them and that they really care. Effective teaching helps students to establish a sense of security by helping them to achieve their learning potentialities. An effective teacher "will look for what is good in the student and help him to build on the positive growth factors."<sup>17</sup>

## EVALUATING EMOTIONAL CONTROL

It is almost needless to say that from time to time, and very often, a teacher ought to evaluate her professional progress and subject herself to a thorough and rigid self-criticism to determine her growth in wisdom and knowledge. It is equally important for a teacher to look into her personal life to determine the degree to which she practices self-control, love, understanding, affability, and cheerful and willing helpfulness. She might ask herself some of the following questions: Am I openminded and considerate? Do I listen as effectively as I can talk? Can I graciously concede a point or develop an alien point of view when it is of central concern to another and when it is correct? Am I discriminating and yet kind to all? Do I move with ease and understanding from one emo-

<sup>16</sup> As quoted in Kaplan, pp. 318-319.

<sup>17</sup> Ruth Strang, "Guidance and Counseling and the Teacher," *Journal of the National Association of Women Deans and Counselors*, XXII (October, 1959), 19-20.

tional climate to another? Do I do this without much effort and without overreacting to unpleasant or pleasant situations?<sup>18</sup>

One great advantage of mental health and maturity is that it makes a person comfortable.

A mature person can trust his own reactions; he does not experience the problems of loss of temper, of quick unpleasant rejoinders; of getting much upset. What is said is economical and gracious. The ideas are clear and the direction of thinking unmistakable, there is no bite in the voice and no sting in the words.

A mature person can take risks with a certain firm light-heartedness because he counts the cost, and moves forward as much as he can afford. He can suffer loss and shortly be restored to resilience; he has a temperament that can stabilize the situation in which he is living and working.<sup>19</sup>

How can a teacher gain mental balance? How can she maintain self-control under the stresses of today's life? How can she, as George Eliot put it, "face the hard things of life without taking opium"? It is almost trite to say that it is one thing to discuss mental health and quite another thing to maintain reasonably good mental health in a classroom environment. Lest we forget, teachers are human beings. Dr. Felix, director of the National Institute of Mental Health, makes the following suggestions to help a teacher in her attempt to acquire self-control and mental balance with patience and consistency:

Don't push your worries behind you where they can heckle you out of your sight. Bring them out in front of you, line them up, and look them over. . . . Don't accept personally public criticism of the schools. . . . Give some preventive attention to annoyances and tensions in the classroom. . . . Don't let school become a monotonous grind. . . . Don't keep resentments and other burdensome feelings pent up inside yourself. . . .<sup>20</sup>

In respect to a religious teacher, the suggestions which Dr. Felix makes easily lend themselves to an interpretation and an application

<sup>18</sup> Lucille Allen, "Some Measures of Maturity," *Journal of the National Association of Deans of Women*, XVIII (June, 1955), 145.

<sup>19</sup> *Ibid.*, 146.

<sup>20</sup> R. H. Felix, "Your Mental Health," *NEA Journal*, XLVIII (January, 1959), 9.

in the light of spiritual values. These are obvious enough. Suffice it to say, however, that for a religious teacher, her life of prayer which makes her one with Christ is her great sustaining force and is her copious source of strength and power in her classroom mission of love. In the words of Pius XII, a true teacher "... could never be able to remain, completely and with full assurance, faithful to his vocation and to the dignity of his profession without a strong interior life, without a delicate sense of duty, without that moral strength which Christians draw from the richest and the most inexhaustible of all sources, the example and the grace of our Lord."<sup>21</sup>

Rich in the superabundance of grace which she receives through Holy Mass, the sacraments, and prayer, a religious teacher has every opportunity to develop a virile life patterned on the life of the Master Teacher. Her meditations, spiritual reading, daily examinations of conscience, retreats and conferences, and all the countless blessings of religious life comprise the master plan for the development of a well-balanced, well-adjusted, fruitful and purposeful life; all these give direction to the efforts she exerts in trying to discover herself, in helping her students to do the same, and in leading herself and her students to the ultimate goal of a truly Christian life of love. For a mentally healthy teacher this is a sacred challenge.

\* \* \*

*Archbishop Edigio Vagnozzi, Apostolic Delegate in the United States, officiated last month at the dedication of Beckman Hall, new residence building at Loras College.*

\* \* \*

*Holy Cross College has announced plans for a \$20.4 million building and endowment fund program. The program will consist of seven buildings and other modernization projects, together with a \$10 million fund to provide for salary increases and additional scholarships.*

\* \* \*

*Confraternity of Christian Doctrine teacher certificates were awarded to 117 lay persons in the Diocese of Youngstown in November by Bishop Emmet M. Walsh. The recipients had completed three years of study of methods and doctrine. There are 20,000 public school pupils in the CCD program.*

<sup>21</sup> Pius XII, "Students' and Teachers' Apostolate," *The Popes on Youth*, p. 283.

## PARENTS AND THE EDUCATION OF THEIR CHILDREN

By Rev. Edward P. Dunne, O.P.\*

IT HAS BECOME increasingly evident that many parents are seriously concerned with the lack of communication between them and the school. In an era of increased technology and resultant specialization, education appears to have become a field open only to the expert. This may possibly be so on the collegiate level, but it certainly is not true on the elementary and secondary levels. Parental influence, encouragement, and training are still of paramount importance and will remain so.

This article was written in the hope that it would provide a basis on which the parent and the school can co-operate. Pastors and principals, no less than parents, are concerned with the lack of rapport between the school and the home. In some situations the suggestions in this article could be used in a series of lectures delivered before the Parent-Teacher Association. Perhaps, principals, or pastors might wish to summarize these ideas in a handbook to be given the parents of children in their schools. Whatever way this article may be used, it should provide pastors, principals and teachers with concrete suggestions for those parents who ask how they might help their children.

### RESPONSIBILITY OF PARENTS

In civil law as well as in natural law, the parent bears the responsibility of educating the child. The school is a most important aid, but ultimately the task of education remains the responsibility of the parent. A realization of this is necessary if the parent is to play his proper role in the education of the child. Children naturally will pick up the attitudes, prejudices, and habits of their parents, whether the parents wish it or not. If the parent apparently is uninterested in the school, if he fails to display interest in the progress of the child, the pupil will not consider school important. He will look upon it as a sort of baby-sitting device rather than a necessary means of preparing for life.

---

\* Rev. Edward P. Dunne, O.P., is stationed at St. Dominic's Church, New Orleans, Louisiana.

Parents frequently neglect to concern themselves with the pupil's progress until there is something seriously wrong. Teachers, no matter how experienced and expert they may be, can not motivate a student whose parents appear indifferent to his success. Children seek approval. They need to feel that they are accomplishing something important. Unless they are aware of the continued interest of their parents in their scholastic endeavors, they will not do their best. It is only through parental influence that the pupil will achieve that sense of responsibility which alone can actualize his potentialities to the utmost.

Parents should see in teachers and school administrators their most useful allies. Most teachers work long, hard hours for inadequate pay. The teacher desires to bring out what is best in the pupil. The attitude of protectiveness in parents can be detrimental to the child. Parents who invariably side with the child, blame the teacher for the child's failures, and defend the child's misdeeds are a real hindrance to progress rather than a help.

Early contact between parent and teacher is important. It is difficult to correct poor habits of study because of the discouragement such habits cause. When parents and teachers co-operate before the child loses his interest, the child will advance more rapidly. Both parents and teachers should desire to help the child realize his potential. By working together harmoniously they can efficiently ensure success.

#### EMPHASIS ON ESSENTIALS

In the past few decades there has been an undue emphasis placed on "joy in learning" and "social development." While these things are good, they can not be stressed to the point where they become detrimental to the development of the basic tools of learning. Indeed, there is even present in the minds of some the idea that the student, even on the elementary level, must grasp a great variety of subjects. This idea is unrealistic. It fails to take into account the basic purpose of elementary education—to teach those things necessary to prepare the pupil to educate himself.

The purpose of elementary school and the criterion of its success can most easily be seen from the viewpoint of the high school. The secondary-school teacher expects that the child will come prepared to understand the basic principles of science, the elements of foreign

language, and the principles of logical thought and expression. In other words, the elementary school is to lay a foundation upon which the high school can build. This foundation must include the ability to read, write, and spell and a basic knowledge of religious truth and elementary mathematics. The secondary school can not take the time to teach these things, or high-school students could never be prepared for college.

#### RELIGIOUS KNOWLEDGE AND PRACTICE

By the time the child reaches high school, he is searching for independence and self-determination. This is as it should be according to the processes of normal development. At this time, the pupil begins to question the values he has learned at home, in school, and at church. He is not faithless or rebellious, but rather he seeks a rational basis for the truths he has learned. The high-school years should furnish him with the basic reasons behind moral practice and teaching. It should help the student to rest his faith on the solid ground of reasoned understanding.

If the child has reached his teens without a solid religious background, he will resist practicing his religion at a time when nature most inclines him toward immoral conduct. The foundation must have been laid in the pre-adolescent years. When a solid religious training precedes adolescence, the pupil continues in the practice of his religion and seeks reasons why he acts as he does. If there has been defective religious training, instead of seeking a reasonable explanation for the moral law, the student seeks to justify his lack of control over those passions which nature is bringing to the fore at this period of life.

Because of these conditions the elementary school attempts to aid the parent and the Church in indoctrinating the child with the fundamentals of Christian practice. The child is expected to know certain basic prayers, namely; the Our Father, the Hail Mary, the Acts of Contrition, Faith, Hope and Charity, the Apostles' Creed, and the Rosary. He should be trained at home to say morning and evening prayers. Family prayer fulfills these needs most efficiently. The pupil should know how to receive the sacraments worthily with sufficient preparation and thanksgiving. In this regard the child learns more from parental example than from classroom teaching. In addition, the pupil should have a basic knowledge of the Sacrifice

of the Mass and the truths of the Catholic Religion as expressed in the catechism. Reasonably priced picture books on the Mass and the sacraments are available in all religious goods stores. Parents ought to provide these for their children as soon as they begin to ask questions about the Mass and the sacraments. The child should be familiar with the major events in the life of Our Lord and with the famous figures of the Old Testament. There is no reason why children can not learn simple Bible stories at home in the same way they hear fairy tales, poetry, and rhymes. Naturally the child can not be expected to understand the truths he learns in other than a superficial manner, but it is necessary that he be familiar with them so that, when they are explained later, he has some idea of their importance and relationship to Christian practice.

Theological explanations of religious truth are beyond young children. Indeed, many adults do not understand certain truths, even after they have heard them explained. Nevertheless, at an early age children are very curious about God and religious truth. They should be given the correct answers in a general way. As they grow older and can penetrate these truths more deeply, they can be given more complete answers. It is a process of developing rather than one of adding. Unless all of the major truths are taught in a general way together, the child will get the idea that some truths are not important and may be neglected.

#### ACCURACY IN MATHEMATICS

There is little use to attempt teaching a high-school student algebra if he does not know how to add, subtract, multiply, and divide correctly. The elementary school teaches the child addition, subtraction, the multiplication tables, fractions, and sometimes basic algebra. Unfortunately, too frequently the child never overcomes his carelessness. While he knows the theory, he makes errors in addition and subtraction. Sometimes sympathetic parents do not realize the necessity of memorizing the multiplication tables, and the pupil is unable to arrive at the correct answer, even though he knows the method of solving a problem. Accuracy is most important, and it can not be learned without hard work and frequent correction. Learning is work. No amount of sympathy is going to compensate for lack of effort by the pupil.

Unfortunately some students enter high school without having

been convinced that accuracy is important. If the pupil is to progress, he must be trained to do careful, accurate work. No measure of good will or brilliance can make up for its deficiency. Parents have the obligation to check occasionally on the mathematical errors of their children. If they find that most of the errors arise from carelessness, they should consult the teacher and begin a campaign to correct this serious fault. The sooner the fault is discovered and corrected, the greater the progress that will be made. When a pupil enters high school with a habit of carelessness, it is almost impossible for him to correct it in time to learn those things he needs to know in order to follow the course in mathematics and science successfully.

#### PENMANSHIP AND SPELLING

Poor handwriting is inexcusable in anyone. Teachers are aware of the importance of good handwriting in high school and college. One's self-respect and respect for others demands that communication be aided by legibility in writing. Sometimes the student loses credit because his letters are so poorly formed that the words he has written appear misspelled. Unless the parent takes time to supervise the written work of his child, the teacher can not easily teach the pupil legible writing. Most of the writing done by a pupil is done at home, and habits learned there are impossible to change in school. Parents should never permit their children to do slipshod written work. It takes but a few moments to check a paper for legible handwriting. Once good writing habits are learned there is no further need for supervision. Minutes spent supervising written work in the early years of elementary school can make the difference between failure and success later on in high school and college.

Good spelling is an important factor in successful high school and college work. Unfortunately the trend toward the "easy way" of doing things encourages many grade-school pupils to neglect this important subject. When a pupil is deficient, it is usually because he has never learned to pay attention to the letters printed on the page. As a consequence he guesses at the meaning, and when the time comes to use the word in his own composition, he has no idea of how it should be spelled.

Basic words should be memorized. It is difficult work, but necessary. After the pupil has learned how to spell one syllable words, he

can progress more rapidly if he breaks compound words up into syllables. Poor spellers should be encouraged to sound out each syllable of a word and spell it before attempting the whole word. It often helps to use a pencil line to indicate the various syllables of the word.

Care should be taken to see that the poor speller pronounces the word correctly. If the pupil does not say the word properly, he will be unable to spell it correctly. *Drill* with purposes clearly understood, is most important. There are many English words which can be properly spelled only by memory. Without practice, the pupil will never learn them.

#### IMPORTANCE OF READING ABILITY

*Reading.*—The most common deficiency of high-school students is a lack of ability to read well. Good reading requires many things. It requires that the reader have an exact knowledge of the meaning of the words he reads and not merely a general idea of what is written on the page before him. The good reader should be able to grasp the meaning of the writer's language exactly. This means that he should comprehend exactly what is written, with all the nuances of thought and expression in its composition. Basic knowledge of the rules of English grammar is a necessity for comprehension in reading high-school books. Before beginning high school, every pupil should be able to make an accurate analysis of English sentences of different types. There can be little hope of success in high school for the pupil who leaves elementary school without having developed his ability to read.

Unfortunately, many students, and even their parents, are unwilling to admit that they can not read. They attempt to explain difficulties by blaming the teacher for failing to put the matter across, by saying that the matter is too difficult, or that they are not interested in this or that subject. There are several reasons why a pupil can not read; a lack of a proper vocabulary, lack of a knowledge of English grammar, and lack of comprehension of what is read. The remedies are simple and effective provided that the pupil and his parents are willing to spend time acquiring the needed skills.

*Vocabulary.*—There are two reasons why a student enters high school without the proper vocabulary. The first, and most basic

reason, is lack of reading practice. A child who never has read at home for pleasure will fail to acquire an accurate knowledge of the meaning of common words. He will forget what he has learned in class simply because he does not use what he has learned. Most poor readers never sit down to read a book for pleasure. Because the meaning of many words becomes evident from the context in which they are used, reading for vocabulary is one indispensable way to acquire the vocabulary of an educated person.

The second reason why a student lacks the proper vocabulary is that he has never bothered to look up words whose meaning he does not know. From the fourth through the eighth grade students learn to use the dictionary and use it frequently. The only reason this practice is dropped is that the pupil is too lazy to look up the word and prefers either to skip it or to ask someone older for the meaning. Parents should not take the place of a dictionary. When they are asked for the meaning of a word, they should hand the child the dictionary and make the child tell them what it says.

*Grammar.*—The study of grammar is tedious. It requires a great deal of effort to learn because it is actually the pupil's first contact with formal logic in practice. In the learning process the child is first taught how to write a simple sentence. When this is learned, he advances to compound sentences. After the pupil has learned some of the elements of sentence structure, he is introduced to the diagramming of sentences. Basically, the child is being taught how to comprehend what others have said and how to say what he wishes to express. An accurate knowledge of English grammar teaches him to recognize the essential idea of a sentence and to determine the relative importance of modifying words and phrases. Without this knowledge he will be unable to comprehend exactly what he reads. Should the child question the utility of English grammar, simple examples suggested by the parents can engender the proper attitude.

Most difficulty with grammar is caused by lack of attention on the part of the pupil and the refusal of parents to give the mechanics of diagramming their proper importance. Diagramming is the only practical method of learning to visualize the relationship of the parts of a sentence to the whole. Naturally, the diagram is not an end in itself, but rather a tool for learning. Parents should help the pupil to realize that the diagram is a graphic representation of the various relationships between the parts of the sentence. A practical knowl-

edge of the rules of grammar is the goal to be attained, not beautifully designed diagrams of many colored inks. The objective is to analyse rather than to draw pictures. The high school will expect the student to be able to write a correct, effective sentence. If a student can write a sentence with proper subordination of its parts, he will be able to construct an orderly paragraph.

*Reading Practice.*—There is only one way to become proficient in reading, and that is to read. The poor reader, by the very fact that he is a poor reader, will tend to refuse to read anything. The more that he feels inferior and the harder the reading matter, the less inclination he will have to read and to correct his deficiency. Unfortunately this will cause inattention in class and, perhaps, disciplinary problems.

The poor reader should be encouraged to read on a level that is easy for him to understand. Reading should be made a pleasure. Hence, it is preferable that he read material which is interesting to him. It need not be class work. Indeed, it is better if outside reading, practice reading, is something else. Well-written articles and books on all levels of ability can be found in all school and public libraries today. The format of these books is attractive and their subject matter as varied as the interests of modern boys and girls. Books and articles which are too difficult should be avoided, for they will discourage rather than challenge the pupil.

The pupil should read aloud part of the time. Reading aloud for a few minutes each day makes it possible for him to check up on the flow of words and the correctness of his pronunciation. This will help to eliminate stumbling when he is called on to read in class. Parents of poor readers should encourage them to read passages to them at home. There is no profit in practicing bad habits. Too often the poor reader "sees" words which are not printed on the page. He tends to recognize a word rather than to read what is there and as a result he misses the real meaning of the author. Another fault is reading too fast too soon. Ability to skim may be developed after good basic reading habits have been formed. Young pupils' eyes sometime skip over the written word so rapidly that they neglect to distinguish between distinctive parts of words which are somewhat similar. For example, they will read "come" for "came," "begin" for "began," "hold" for "told," and so on. When this happens, words

which are similar are interchanged, and the real meaning of the passage read is lost. Such errors in reading should be corrected when they are made. The only way to teach a child to read well is to make him aware of his errors and to help him get the thought of what he is reading and read it correctly. With the current crowded conditions in classrooms, the less effective the school can be in aiding the poor reader, and the more necessary helping him at home becomes.

*Reading for Understanding.*—Every paragraph the pupil reads contains one basic idea. All of the other sentences either explain the idea more fully or give reasons for the statement made. Learning to comprehend what is read is merely learning to concentrate. A pupil who reads with an adequate vocabulary and a practical knowledge of grammar will rapidly learn to extract the meaning from what is read.

Ultimately, the student who can read but does not comprehend what he reads is either in a hurry or lazy. The pupil should not be allowed to skip through an assignment in order to do something else. It is important that parents of those who are having difficulty in school have the child explain the assignment to them before he begins his work. The child should be aware before he sits down of exactly what he is to do. To say, "I'm supposed to study geography," is not precise enough. The pupil should be asked what it is that he is expected to find out. Perhaps, he is to study the products of his home state or to find out what countries border France or what fruits are exported from Colombia. If the child doesn't recall what he is to find, the time he puts in at the books will be wasted.

The title of the section or paragraph will give an adequate clue to the interested parent. When the pupil has finished studying, he should be questioned on the material. If he can not repeat in his own words the content of the paragraphs he has read, he has not understood. He should be encouraged to go back and re-read the section, paying attention to what he has missed. Frequently it is helpful for an inattentive student to read the questions at the end of the chapter before he begins to study the assigned section. If he cannot answer them after reading the passage, he should try to make an outline of what he reads. This takes more time, but with practice it will become easier to master this skill.

## CONDITIONS FOR STUDY

Distractions arising from television, radios, phonographs, and the like should be eliminated. Often other children distract the poor student. If there is a private place provided for study, the deficient student can progress faster. Whether privacy is possible or not, reasonable quiet is possible and necessary. A dining room or kitchen table is frequently preferable for study to a bedroom or living room which contain distractions of many kinds. Good study can rarely be done lying down or reclining in a soft easy chair.

The careful parent will see to it that the student's eyes are checked each year. If the child appears to squint or to have frequent headaches, the oculist should be consulted. Good health is a necessary factor in successful study. A pupil who is nervous, underweight, or subject to frequent illnesses can not be expected to do well in class. Grade-school children need at least eight and preferably ten hours of uninterrupted sleep each night. Care should be taken to see that the child eats a good breakfast before starting for school. Too often, in order to gain a few extra minutes for sleep, children skip an adequate breakfast. A bottle of milk in the mid-morning or a candy bar does not supply for the lack of a substantial breakfast.

## HIGH-SCHOOL ENTRANCE

The basic requirement for high school, naturally, is successful completion of elementary school. However, some suggestions for individual improvement can be helpful. Most Catholic high schools require entrance examinations. These examinations are used to indicate the probable success of the pupil in a particular school and to provide for proper placement.

The better student will normally perform better than the poorer student. However, this is not inevitable. Sometimes a student is too nervous to do well. Some few pupils rarely react unfavorably to examinations. For this reason, most Catholic high schools do not rely completely on entrance examinations. School records are investigated as far back as the sixth grade. Reports for the last three years of elementary school often determines the acceptance or refusal of a pupil by the high school. Constant effort and precision are the prerequisites for success in learning and consequently for high-school entrance.

During the years of elementary school all pupils are tested to discover what they have achieved. If these tests show deficiencies of any kind, the parent should work with the teacher to make up the work missed. It is possible that with a minimum of effort deficiencies can be corrected before the high-school entrance examinations are taken. But parents should not neglect the signs of possible future failure. Should the pupil be absent when these examinations are given, the parent would be wise to consult the principal regarding the advisability of arranging for the child to take the test later.

It is impossible to stress sufficiently the importance of accuracy in taking the entrance examinations, indeed, in all examinations. Unless the pupil reads the directions carefully and with understanding, he will fail. Much of this article has been given to the discussion of accuracy in reading. Unless the child can read, he can not expect to be accepted by the school he wishes to attend.

There is no need to rush through the examination or to be nervous. No one is expected to complete all the sections or to answer all of the questions on the test. Time should be taken to answer accurately and to read each question carefully. It does no good to answer the arithmetic problems if the answers are wrong because of careless addition and subtraction. If the pupil has a good record in grade school, he will do well on the examination. Parents who worry aloud frequently make the child so nervous that he is unable to do his best. The time for worry is in the last three years of elementary school if the report cards show poor grades. It is too late to worry about passing the entrance examination the day that it is given.

By the time the pupil is in the sixth grade he should be encouraged to read on his own. There is no reason why he should not read several books each year and a like number during the summer. The student's reading should not only be guided by his interests but also be aimed to give him a broad field of information. Many schools and public libraries afford interesting and profitable reading programs for expanding the background of the young reader. Such a program, carried on throughout the last years of grade school will help to insure the best possible success in high school.

Finally, the most useful habit which can be acquired in elementary school is the practice of regular study. The child should be encouraged to plan his recreation so as to leave room for study. It really matters little how long the period is, although it will have to be

increased as he grows older, provided that it is regular. The pupil must be taught that school is his job and that he must develop a sense of responsibility toward his assignments and work. Unless this attitude is inculcated early in his scholastic life, he will only with difficulty acquire it in future years.

## CONCLUSION

In the last analysis, it is the parents' encouragement and vigilance which will most aid the child. The attitude, interest, and sense of responsibility of the parent toward scholastic endeavor can not but be transferred to the child. No amount of correction or interest the month before the high-school entrance examinations are given can correct years of neglect. If the parents have encouraged the child and worked with him when necessary, they will have done their part toward his scholastic success and they will be blessed with results.

\* \* \*

*New officers of the Department of Superintendents of the National Catholic Educational Association, elected at the Department's meeting in New Orleans last month, are: Rev. Richard Kleiber, superintendent of the Diocese of Green Bay, president; Msgr. Bennett Applegate, of the Diocese of Columbus, vice president; and Msgr. R. C. Ulrich, of the Archdiocese of Omaha, secretary.*

\* \* \*

*Most Rev. Eldon B. Schuster, superintendent of schools in the Diocese of Great Falls, Montana, has been named Titular Bishop of Amblado and Auxiliary Bishop to Bishop William Condon of Great Falls. Bishop Schuster is a graduate of the Department of Education at The Catholic University of America.*

\* \* \*

*Enrollment in the elementary and secondary schools of the Archdiocese of Chicago rose 60 per cent in the past ten years, from 219,817 to 350,974 pupils, it was announced last month. The total number of schools went from 512 to 533 in the last five years.*

\* \* \*

*A critical shortage of religious vocations forced the Superior General of the Franciscan Sister of Christian Charity, whose motherhouse is at Manitowoc, Wisconsin, to notify administrators of schools served by them that the community cannot provide additional nuns for many years.*

## ESSENTIALS AND INCIDENTALS IN GUIDANCE

By James J. Cribbin \*

IN THE SHORT SPACE of approximately half a century guidance has developed from a hesitant, groping, unstructured effort in behalf of students to become one of the most potent forces for good in our educational system. It has been publicized, popularized, and propagandized. Books on the subject abound. Authorities range the country explaining its alpha and omega. Counselors flock to universities to learn more about the matter. Teachers are constantly urged to be "guidance minded." Institutes are conducted under governmental sponsorship and special funds are made available to the states for guidance purposes. If the growth of the student body has been arithmetic, that of guidance, at least in some quarters, has been well nigh geometric. To say that guidance has "arrived" is surely to bark one's shins against the obvious. In fact, some schools would as soon admit that they lacked an enriched curriculum as own up to the fact that they lacked a guidance program.

### REASONS FOR EXAMINING GUIDANCE

The truth is that guidance has prospered at such a rate that it might be prudent to pause and reflect in order that some discrimination might be made between the essentials and incidentals of the process. This is advisable for three reasons. First, Catholic schools, like all other human institutions, are by no means impervious to a "band wagon" psychology. Despite the fact that we sagely counsel our students never to do anything simply because "everyone is doing it," there is a real danger lest we at times fail to follow our own excellent advice. Thus, we run the risk, not only of an imbalance in our efforts to assist students, but also of attempts to plaster on Christian tradition and practice principles and procedures that are inconsistent with our philosophy of education.

Secondly, thanks to the Russians, the backbone of our school curriculum is being stiffened. Subjects are being forced to prove their

---

\* James J. Cribbin, Ph.D., is Professor of Management at St. John's University, New York, New York. This article was read as a paper at the 1961 Teachers Institute of the Archdiocese of Baltimore.

right to inclusion in a course of study. Frills are being eliminated. School days are being lengthened. Students are being challenged and/or prodded to extend themselves intellectually. Glory be to God, we have even seen the day when more scholarships are being given to scholars than are falling into the hands of those who major in muscles and pigskins! With competition increasing for the limited time, money, personnel, and material facilities that are available, no school can afford to "carry" guidance as a peripheral luxury. Guidance must either prove its merit and contribution to the total education of young people or be discarded into that limbo which has been specially prepared for brilliant but impractical ideas.

A third reason why guidance personnel and other educators might well pause and reflect stems from the fact that, despite a half-century of explanation, publicity and propaganda, there yet remain so many misunderstandings concerning its objectives and content. Some there are who think of guidance as a passing, though presently irritating, fad that will soon wilt and disappear. They see guidance as a "class-interrupter," a nuisance that is repetitively interfering with the teacher's endeavors to foster the academic development of the student. This attitude was once well expressed by a classroom teacher who said, when one of his pupils was asked to come to the guidance office: "The salvation of your personality will have to wait until 10:50, when this algebra class is over!" Akin to this group is a second that views guidance as "soft education." Those of such a mind see in guidance a tendency to pamper students, an effort to lubricate the bloody entrance of knowledge by feeding the student body an endless series of clichés and by insidiously seeking to lower high academic standards in order that every student may attain happiness without effort. Finally, we have those who tend to confuse guidance with life adjustment. Guidance people have enough to contend with without being saddled with the task of defending life adjustment. Let those who believe in life adjustment programs uphold them as best they can. Christian guidance personnel are certainly concerned with higher aims than merely adjusting life to the child or helping the child to adjust to life.

#### OBJECTIVES OF GUIDANCE

What, then, are some of the essentials in guidance? The first essential has to do with the objectives of school guidance. Is its

purpose to help students make educational plans, to plot their vocational futures, to understand their assets and limitations, to solve problems, to provide them with appropriate educational and occupational information? Surely all effective guidance programs do these things. But it is contended that such aims are secondary, not primary. They constitute means to more important ends, not ends in themselves. Christian guidance is not oriented about social efficiency, adjustment, or personal success and satisfaction. From the students' point of view, the purpose of guidance is to help each individual to develop understandings and convictions regarding his relationships to God, his fellow men, and the world about him; it is to assist him in his efforts to clarify for himself the ideal kind of person he desires and ought to become; it is to aid him in closing the gap that exists between this ideal and his reality-self as he here and now is; it is to help him to actualize all of his God-given talents so that he may attain the fullness of his human potential as a person and child of God.

The objectives of guidance can be summarized in four terms: self-fulfillment, success, commitment, and service. In co-operation with teacher and administrator, guidance personnel strive to assist the student to grow to his full stature as a complete human being—physically, intellectually, socially, psychologically, and spiritually. In this sense, all guidance is educational, and educational guidance is the most important aspect of the program. Secondly, success is also important. But that is not the success of the Puritan and Protestant ethic. As everyone knows, or should know, the Puritan ethic was geared to four basic principles: (1) it is a man's duty to know how to work and how to work hard; (2) success is evidence of God's favor; (3) the measure of success is money and property; (4) the way to success is through industry and thrift. Although few would argue the merits of some of these ideas, it would be foolish to identify them with one's concept of success. Yet the fact remains that many Catholic teachers, and counselors for that matter, would be surprised to discover that they are operating on the basis of this Puritan definition of success. The success after which Christian guidance workers strive is not that of possessions, power, and prestige. It is that of self-actualization, salvation, and contribution to the common good.

Christian guidance is concerned that students make definite commitments. The age of the fence-sitter and the issue-straddler is just about over. Basically each student must, sooner or later, choose between a life of comfort and self-aggrandisement and a life of challenge and contribution. This aim of guidance has been well expressed by Pope John XXIII in *Mater et Magistra*:

Our era is penetrated and shot through by radical errors, it is torn and upset by deep disorders. Nevertheless, it is also an era in which immense possibilities for good are opened to the Church. . . . It would be an error if Our sons, especially the laity, should consider it more prudent to lessen their personal Christian commitment in the world. . . . Consequently, it is not enough for this education that men be taught their social obligations. They must also be given by practical action the methods that will enable them to fulfill these studies. Education to act in a Christian manner in economic and social matters will hardly succeed unless those being educated play an active role in their own formation, and unless the education is also carried on through action.<sup>1</sup>

These things any Christian guidance program should be endeavoring to accomplish so that students may be a force for good in their communities. The justification of guidance is that it enables the individual to formulate for himself a vision of what it is possible for him to become and to do in this life. This vision may be geared to intellectual excellence, to union leadership, to executive influence, to being a Christian leaven in politics, to dedicating one's self entirely to God's glory, to helping the young, to the spoken and written word, or to any of the other visions that have urged on those who have made a full commitment from Paul to our own times.

Finally, it is an important objective of guidance to stimulate students to perfect their "instruments of service"—their hands, their tongues, their minds, their hearts, and their wills—so that they may use them in behalf of their fellow men. The future mother and father, the future priest and religious, the future boss and subordinate, the future neighbor and parishioner, the future citizen and "good samaritan," will have innumerable opportunities to use their

<sup>1</sup> Pope John XXIII, *Mater et Magistra*, eds. Ronald R. Campion and Eugene K. Culhane (New York: America Press, 1961), pp. 61-69.

instruments of service. In co-operation with every teacher and each administrator, it is the task of the guidance worker first to make certain that students realize the opportunities for service that will be theirs and, secondly, to try to motivate students to seek out these opportunities and to make the most of them, as time and their conditions permit.

It is not my contention that testing, educational and occupational information, group guidance, counseling, and other common guidance practices are unimportant. They are extremely important as means to a much loftier end. But the danger is that, like Martha, the teacher and counselor may become so involved with the mechanics of guidance, so concerned for its details, as to miss the essence of the process. The simple but difficult aim of guidance is to help the student attain the fulness of his Christian humanity as a person and son of God. For the guidance worker to lose sight of this fact is lethal. It not only means that he will serve his students inadequately, but, what is worse, will tend to build an artificial wall between himself and the rest of the school which is certainly seeking this objective.

#### NATURE OF GUIDANCE

The second essential has to do with the nature of the process. The nature of guidance must be derived from two sources: the nature of the student and the nature of the educational process. These students of ours are biological animals, intent on maximizing their life spans while minimizing their physical ailments. They are economic entities, seeking at least a fair share of the material good things of this life. They are psychological beings, striving for security, love, and peace of mind. They are social organisms, anxious to live in harmony with their fellow men and to win their respect and approval. They are philosophical beings, engaged in an endless struggle so that they might overcome their animality through the proper use of their intellects and free wills. They are theological creatures, concerned with things divine and eternal.

It follows, therefore, that guidance must be more than a mere process of inoculating the student with a spiritual vaccine to render him immune to a materialistic world. It involves more than conditioning the young so that robotlike they unintelligently do what is right. Guidance involves more than the imparting of religious instructions under a different name and in a different form. It con-

notes more than college planning or occupational preparation. It is wider in scope than mere group guidance and counseling. As the student is a unified, integrated substance, so there must be a completeness in guidance. To be true to itself and to young people, guidance must assist the student according to his complex nature, according to the hierarchy of importance of each of the facets of his personality. One of the worst defects of many guidance programs is their incompleteness, their tendency to emphasize one or the other aspect of the student and of his future to the neglect of other equally, and sometimes, more important phases. Furthermore, the nature of the student means that guidance, like all good education, is more a matter of widening the student's areas of awareness with respect to what he can become and do in this world than of making him pass through the one narrow door of our own choosing; of persuasion and counsel than of exhortation and command; of helping the individual to discriminate between the essential, the important, and the incidental in this life through the proper use of his intellect than of brainwashing him into doing what we would have him do; of motivating him to freely choose the good than of coercing him to abide by what is right. The guidance worker who subtly endeavors to rob the student of his God-given gifts of intellect and free will makes a travesty of true education and true guidance.

The nature of guidance is also a derivative of the nature of the instruction-learning process, for every guide is at heart a teacher. What are the basic elements of this process? Since the student's intellect is made for truth, the guidance worker must present those realities of existence that are meaningful and significant. It is only within this frame of reference that testing, occupational information, counseling, and the other mechanics of guidance make sense. Since the student has the power of self-determination, the guide must present what is important and motivational; otherwise there is no way of winning the fully-willed co-operation of the young. Since the teaching-learning process is a joint adventure, it is essential that both the guide and student understand his part in the process. The role of the guide is that of a friend, leader, advisor, and servant; that of the student is to be responsive to direction, active in working out his own salvation, and diligent in relating what is learned to the actualities of his individual life. Any education worthy of the name is integrated and balanced. Guidance, too, must seek to help the

student in all aspects of his development. Instead of treating separate and discrete problems, there must be a consistent thread representing a blend of the divine, the humane and the scientific. Finally, guidance should make a contribution to the process of preparing the young person for the roles he will be called upon to play in life—roles as priest or religious, spouse and parent, good parishioner and citizen, effective worker—in a word, a Christopher no matter what his state in life or occupation.

#### MEANS USED IN GUIDANCE

Another important essential in Christian guidance is concerned with the means for attaining its objectives. Testing is important; the New Testament is essential. Records and record-keeping are important; evaluating one's progress in a retreat is essential. Occupational and educational information is important; responsiveness to the inspirations of the Holy Ghost is essential. Counseling is important; confession is essential. Scientific guidance procedures are important; the means of grace are essential. Placement is important; prayer is essential. Group guidance is important; the group dynamics of the Mass are essential. Resort to the support of outside clinics may be important; resort to the support of Holy Communion is essential. Scientific procedures are important; the methods of individual sanctification are essential. Let there be no misunderstanding. Guidance can no more be limited to spiritual guidance than the mission of the Church can be restricted to the administration of the Sacraments. To do so is to do violence to the complex nature of the student, to the objectives of guidance, and the purpose of education.

Guidance is primarily a thing of the spirit and only secondarily a thing of science. Therefore, its essential means for attaining its major ends must be spiritual and only secondarily scientific. For it is primarily Christ-centered and only secondarily student- or democracy-centered. Its basic frame of reference is eternal, and only secondarily temporal. And herein lies the beauty and strength of Christian guidance, properly provided. For as true Christian education is a fine amalgam of tradition and progress, of the individual and the social, of the scientific and the humane, of the mechanical and the divine, of the temporal and the eternal, so, too, is Christian guidance. Where some guidance workers may work from day to

day on the basis of the needs and expediency of the moment, the Christian guide realizes that, regardless of the vagaries and uncertainties of a sputnik society, human nature and human problems remain essentially unchanged, more complicated perhaps but fundamentally unaltered. In a world in which dualism has yielded to monism, religion to feeling, morality to mores, sanctity to citizenship, charity to tolerance, principles to hypotheses, truth to efficiency, goodness to usefulness, character to conformity, certainty to relativity, certitude to statistical probability, will to drives, and personal dignity and responsibility to the anonymity and depersonalization of the organization man, it is essential that guidance workers have a clear idea of those values which give direction to his efforts to help students.

#### PERSONNEL FOR GUIDANCE

Still another essential in guidance has to do with the personnel involved. The fact is that there exist in this world students who speedily give up the practice of their religion after graduation, students who look back on their Catholic education with resentment or regret, students who will never again look with favor in the direction of their alma maters, students who feel that they never "got a fair shake" in their Catholic high schools. Thanks be to God, the number of such students is small! But we delude ourselves if we fancy that they do not exist or that all of them are neurotic crackpots. If Christ lost Judas, we can hardly expect to save every soul entrusted to us. On the other hand, we should not act in such a way as to encourage students to leave the family of the Faith.

Every teacher, "willy-nilly," is a guidance worker. The crucial question is not whether he will guide his students but whether he will do so constructively or negatively. The force for good that is the teacher's stems not from what he knows, not from what he says, not even from what he does; rather it is rooted in what he is. It is the dynamic impact of his personality that gives life to every word and act of the instructor. What, then, is necessary in a guidance-minded teacher? There is no need that he be a psychiatrist (junior-grade), or that he be a so-called guidance expert. His watchword might well be courteous validity. If he is a teacher, then everyone has a right to expect that he be a valid teacher, exactly the way we expect an electrician to be a valid electrician. He should be what he pre-

tends to be. It goes without saying that this implies that he should be a master of his subject matter. But, in addition, it implies that he is intellectually attuned to the problems of the young because he knows the complexities of the modern world; that he is emotionally attuned to the difficulties of pupils because he has never lost the golden touch of human sympathy and understanding; that he is psychologically attuned to students, because he realizes the pressures and conflicts that confront them; that he is spiritually attuned to pupils, because he realizes that the world in many ways is a moral jungle. It requires no Ph.D. to be friendly to students. It demands no degree in psychology to try to understand them. It takes no gift of the Holy Ghost to treat them courteously. It needs no special talent to be approachable in time of need. It takes little ingenuity to relate what is taught in the classroom to the realities of modern living. Yet these things the poor teacher and guidance worker rarely do. The "killjoy," the "wet blanket," the dictator, the pedant, the bookkeeper, and the aloof, sarcastic or cross-grained teacher not only has no place in guidance, he has no place in the classroom.

And what of the counselor? There was a time in the history of guidance when it was assumed that this was a task that any teacher could perform without any special preparation. Under the hammering of experience, this delusion soon gave way to the opposite extreme. Later on, it was a common concept that only highly trained counselors were equipped to help students with their problems. At present, thank heavens, a more realistic view prevails. There is need for guidance-minded teachers, and there is a place for the especially prepared counselor. But this counselor must be professional in his outlook and zeal for improvement. To appoint a counselor on the basis of *dabitur vobis* or to expect that he do a thorough job of guidance on the basis of common sense without specialized training is folly. The problems of guidance are far too complex and intricate to be resolved merely on the basis of one's individual experience. Training in counseling, group procedures, testing, educational and occupational information, and related areas is essential. No American business would dream of appointing a manager without preparing him for his task, or at least encouraging him to prepare himself on the job. As a matter of fact, many educators would be stunned to see the dedication of the typical executive to the success of his corporation. These executives are proud of

their competence; they seek ever to become more competent; they give unstintingly of themselves to the success of their firms. Since the happiness and salvation of students is a more critical issue than profit, it does not seem too harsh to expect that school counselors, as the vast majority do in actual fact, seek ever to perfect their technical competence. No amount of palaver about religion, friendliness, or common sense can substitute for technical competence in the field of guidance. The Bible says that if the trumpet sounds an uncertain note, who shall rise up to battle? If the counselor is not a professional, how can he win the co-operation and respect of his fellow educators?

#### ADMINISTRATION OF GUIDANCE

A final essential in guidance which deserves examination has reference to the administration of the program. In this respect, two errors are commonly found. Some schools, like some companies, are overorganized. They have committees on committees, organizational charts on organizational charts, meetings on meetings. They are so concerned with the mechanics of guidance that they lose sight of its spirit and essence, which is personalized assistance to every student who needs and desires it. The effect of all this is that guidance becomes routine, static, and lifeless. At the other extreme, we sometimes find schools where guidance organization is considered a lot of "stuff and nonsense." Fancifully, it is assumed either that the organization will take care of itself, or that it has been sufficiently provided for by designating a counselor, giving him an office, and reducing his teaching program by a few hours a week.

The fact is that lack of organization in guidance means waste; waste of time, money, and equipment; waste of energy through duplication of effort; waste of human resources by failure to capitalize on the talents of all the faculty in the school; waste of co-ordinated activity because teachers and counselor fail to see the inter-relatedness of what they are doing for the benefit of students and the school. This is neither the time nor the place to discuss the problems of guidance organization in detail. Suffice it to say that any school administrator who intends to make guidance an intelligent and intelligible undertaking should first analyze, formally or informally, the needs of the students and the objectives of the institution. He might well then evaluate the effectiveness with which his school is meeting

these needs and attaining these objectives. In this matter, Godlike honesty and objectivity are essential. Thirdly, it would be wise to scrutinize the abilities and talents of the faculty. It well may be that, as a result of this self-evaluation, an in-service training program may be established on an informal basis, or perhaps a selected faculty member may be asked to take formal courses in guidance. The next step might involve drawing up a plan for the total school guidance program. Although each school should do what it thinks best in this matter, it might be well if the aims of the first year be geared to educational orientation and success. Since adolescents are greatly interested in their personalities and usually totally misinformed as to the true meaning of personality, emphasis in the second year might be devoted to the development of a truly mature and well-balanced Christian personality. Third year usually brings with it thoughts about the future. Accordingly, future educational and occupational planning might represent the focus of attention in the third year, while there is still time in senior year to bring unrealistic plans in line with reality. The last year of school might stress the importance of choosing the proper state in life, of selecting post-high school education, of locating the best occupation for the individual, and of being of service to the Church and society.

If a total school guidance plan is essential, equally essential is a division of labor among the faculty and counselors if friction and interference are to be avoided. "Too many cooks spoil the broth"; too many counselors confuse the student. The classroom teacher, in addition to instructing as efficiently as he can, might seek opportunities to point out the importance of his subject matter in life and in the lives of his students. He can strive to understand his pupils as individuals, to become interested in their problems, to make himself available for advice when they wish it. Every teacher can refer to the counselor those students who have problems which either a lack of competence or a lack of time prevents him from handling personally. On the other hand, the counselor would be ill advised to attempt to build a private empire or to run a one-man show. By supplementing the work of the classroom teachers, by providing them with information, by profiting from their knowledge and experience, by seeking their advice, by giving them the benefit of their training, and by working in close co-operation with them, the counselor can maximize his effectiveness by ensuring that the special

skills which he possesses are not wasted either on trifling minutiae or on tasks better performed by other members of the faculty. In this way, he can best serve the students, the staff of the school, and its administration. However it is accomplished, organized effort is essential if guidance is to be a rational process. Without intelligent organization there is incompleteness, duplication of effort, absence of balanced emphasis, and perhaps even friction and jealousy.

Far more important than organization, however, is the attitude of those engaged in guidance. If teachers think of the guidance office as a nuisance or as a dumping ground for recalcitrant pupils, if they consider guidance as a fad or soft education equivalent to life adjustment, if they insist on wearing the blinders of a narrow subject-matter specialty, then little guidance is possible. If the counselor takes on an executive complex, overworks the mimeograph machine, fails to consult with teachers, and loses himself among the trees of guidance so that he fails to see the forest, then, too, no effective guidance is possible. Alone, both teacher and counselor are handicapped. Together, with God's grace and the student's motivation, they can help the student attain those heights to which God called him at the moment of creation.

\* \* \*

*The 1962 New March of Dimes campaign opens January 2. Money collected in 1962 will be used to support an intensive attack on birth defects, arthritis, and polio.*

\* \* \*

*The Feast of the Holy Family, January 7, 1962, is Family Communion Crusade Day. It is estimated that more than a million families will go to Holy Communion, as families, on that day. Present headquarters of the Crusade, started in 1950, is the novitiate of the Blessed Sacrament Fathers, Barre, Massachusetts.*

\* \* \*

*The number of U. S. Catholics grew last year at almost twice the growth rate of all U. S. churches combined, according to a recent publication of the National Council of Churches. Catholics last year increased from 40,871,302 to 42,104,900, an increase of 1,233,598 or 3.2 per cent. By contrast, the total membership of all U. S. churches is 114,449,217, an increase of 2,222,312 or 1.9 per cent over the previous year. At the same time the total U. S. population was growing at a rate of 1.8 per cent.*

## THE CATHOLIC UNIVERSITY RESEARCH ABSTRACTS\*

### CONTINUING EDUCATION IN LIBERAL ARTS FOR BUSINESS AND INDUSTRIAL EXECUTIVES IN A SELECTED NUMBER OF AMERICAN INSTITUTIONS OF HIGHER LEARNING by Virginia B. Keefe, M.A.

The purpose of this study is to examine the content and administration of continuing liberal arts programs for business executives conducted in American colleges and universities. Data were obtained from the directors of such programs in selected institutions by questionnaire and from representatives of industry, education, and government by interview. In the institutions studied, fifteen programs were found. They are highly informal and experimental in nature; no examinations are required; and no credits or degrees are given. Most of the students have a scientific or technological background. Their companies pay their tuitions and full salaries while they are attending class. For the most part, discussion is the method of instruction.

### A CRITICAL STUDY OF THE CONCEPT OF THE GOOD LIFE IN AMERICAN EDUCATION by Rev. William J. Donohue, O.S.F.S., M.A.

The purpose of this study is to analyze the meaning of "the good life" presented in current educational literature. Specifically, the writer selected three theories of "the good life" for examination: those of Franklin Bobbit, William Heard Kilpatrick, and Harry S. Broudy. In accordance with his scientism, Bobbit considers "the good life" as a life lived, insofar as practicable, following the sanctions of science. Experimentalist Kilpatrick looks upon "the good life" in terms of change and practical application and prefers to define it as "the life good to live." Broudy, a classical realist, equates "the good life" with the virtuous life. Applying criteria emphasizing religious truth to these definitions, the writer finds all three defective and unacceptable as "ultimate" aims for American education.

---

\* Microfilms of these M.A. dissertations may be obtained through the inter-library loan department of The Catholic University of America; information on costs will be sent on request.

A STUDY OF INDUSTRIAL ARTS PROGRAMS PRESENTLY EXISTING IN  
SELECTED CATHOLIC SECONDARY SCHOOLS by Rev. Robert C.  
Schwab, M.A.

The purpose of this study is to examine programs in industrial arts education in Catholic secondary schools. Selected for the study are seventeen schools which indicated they had some kind of program in industrial arts. Out of 14,710 boys enrolled in these schools, 3,687, or 25.1 per cent, were taking one or more courses in industrial arts. Administrators describe the benefits in having such programs as follows: (1) they provide pre-vocational, exploratory knowledge of basic manual skills for terminal students entering industry; (2) they provide learning opportunities for students of limited ability who might otherwise not finish high school; and (3) they provide gifted students with learnings which may serve them well should they become executives in business and industry.

THE COMPARATIVE VALUE OF THREE GEOMETRY PROGNOSIS TESTS  
AND AN ARITHMETIC ACHIEVEMENT TEST IN PREDICTING SUCCESS  
IN PLANE GEOMETRY by Sister Marie Hohman, O.P., M.A.

The purpose of this study is to find evidence for answering two questions: (1) Which of three geometry aptitude tests gives the best correlation with the Shaycroft Plane Geometry Test, Form AM? (2) May not the California Mathematics Test, Advanced Form AA, be equally as good as any of these geometry aptitude tests in predicting success in plane geometry? The three aptitude tests used are: the Iowa Plane Geometry Aptitude Test, the Lee Test of Geometric Aptitude, and the Orleans Geometry Prognosis Test. Six different class groups make up the subjects in the study. The Lee Test of Geometric Aptitude, when compared to each of the other two aptitude tests in the study, seems to be a better predictor of success in plane geometry, but this apparent superiority is not confirmed by tests of the significance of the differences in the correlation coefficients obtained. However, the superiority of the Lee test over the California Mathematics Test as a predictor of success is statistically confirmed by the results of the study.

## HIGHER EDUCATION NOTES

**The Catholic University of America's building boom** was climaxed with dedication last month of six new buildings costing approximately \$4 million. In keeping with the importance of the expansion in educational facilities at this country's national pontifical university was their blessing and dedication by top-ranking Catholic churchmen. Officiating were four American Cardinals, the Apostolic Delegate to the United States, and a Bishop who was formerly Rector of the University. Francis Cardinal Spellman blessed the new Thomas W. Pangborn Building for Engineering and Architecture; James Francis Cardinal McIntyre, the new Sarah McCort Ward Hall for Biology; Richard Cardinal Cushing, the new Shields Hall, a dormitory for sisters named in honor of the founder of the Catholic Sisters College; Joseph Cardinal Ritter, the new Nursing Building; The Most Reverend Edigio Vagnozzi, Apostolic Delegate to the United States, a new men's residence as yet unnamed; and The Most Reverend Bryan J. McEntegart, Bishop of Brooklyn, the new Zimmermann Hall, a residence for women students. This brings to a grand total of eleven the building projects completed to date in the University's current development program. Construction is presently under way on three additional new buildings at the University—a residence hall for men, a residence hall for women, and a women's dining hall—which are scheduled to be ready for use in September, 1962.

**High degrees of agreement were found** between the predictive values of scores made on the college entrance tests of the American College Testing Program and high-school grades when they were compared with students' subsequent grades in college, results of an extensive study to validate ACT test scores reveal, according to R. M. Keefe, co-ordinator for the ACT-affiliated Missouri Testing Program and Dean of Admissions at St. Louis University. Results of the study give conclusive proof that a central organization can inform hundreds of colleges far more accurately than ever before how well their applicants are likely to do in first-year studies, both in over-all grade average and in each basic curriculum area. Sixty-eight thousand students from 164 ACT-participating colleges and universities joined in the study. The study analyzed the ACT test scores made by the

students in 1959-60, their high-school marks, and their first-year college grades made in 1960-61. It is estimated that it would have taken an experienced statistician at any one of the colleges many hundreds of hours with a desk calculator to produce the tabular data now being supplied each college by ACT. More than six hundred colleges and universities now participate in the American College Testing Program by requiring the three-hour, four-part ACT test for their prospective students.

**Foreign students in Catholic colleges** and universities last year came from 110 countries and numbered 5,405, the National Catholic Educational Association reported last month. The total represents an increase of 350 students, or 7 per cent, over that for the year before. Students from Africa more than doubled in number; there were 176 of them as compared with 70 in 1959-60. Men outnumbered women 3 to 2, and undergraduates outnumbered graduates 7 to 3. Twelve of the 208 Catholic institutions enrolling the foreign students reported having 100 or more; Georgetown University had the highest number, 549 students.

**Registered in the Department of Education of The Catholic University of America** this semester are 254 graduate students, 30 more than in the first semester of 1960-61. Of this total number, 209 students are working for degrees, 69 for the doctor's and 140 for the master's. Eighty-six of these majors are full-time students while 123 are part-time. There are 16 graduate students minoring in education and 29 registered as "special" students. Among the total 254 graduate students are 47 priests, 38 sisters, 49 brothers and seminarians, 47 laymen, and 73 laywomen.

**Of the Stanford University Class of 1961**, 7 out of 8 students planned to continue their education in graduate or professional schools, according to the findings of a major study on the career plans of college graduates by the National Opinion Research Center of the University of Chicago. By June, 46 per cent of the class already had been accepted for graduate study at U.S. institutions this semester. Nationally, only 20 per cent of the 1961 graduates had been accepted for advanced work. Nearly 34,000 students were questioned in the national study.

## SECONDARY EDUCATION NOTES

**Greatest growth in regional accreditation** of secondary schools between 1949 and 1960 was in the area of the Southern Association of Colleges and Secondary Schools, reports Ellsworth Statler in a survey entitled "Recent Growth Patterns of Accreditation of Secondary Schools by the Regional Accrediting Associations" in the October, 1961, issue of *The Bulletin of the National Association of Secondary-School Principals*. The number of secondary schools accredited during the period by the Southern Association increased by 73.88 per cent. In the Middle States Association, the increase during the same period was 27.20 per cent; it was 17.49 per cent in the North Central Association and 17.25 in the Northwest Association. The New England Association of Colleges and Secondary Schools is not included in the survey because, according to Statler, it has not formally accredited any secondary schools though it has been attempting to arrive at a set of criteria or standards since 1954. Part of the phenomenal expansion in the Southern Association is explained by the fact that in 1958 the Association formally listed qualified Negro schools as "accredited" rather than merely as "approved" as previously done. Another reason given by the author for the Southern Association's growth is the Association's requirement that the *Evaluative Criteria* of the National Study of Secondary-School Evaluation be used in the initial, subsequent and continued accreditation of a secondary school. The Middle States Association has the same requirement. Statler attributes much of the slowness in growth of the North Central and Northwest Associations to the fact that in both these associations "use of the *Evaluative Criteria* is only recommended and is integral with neither initial nor continued accreditation." Between 1950 and 1956, the North Central Association used the *Evaluative Criteria* in only 20.7 per cent of its accreditations of secondary schools, and the northwest Association in only 15.6 per cent. The Middle States Association used the *Criteria* in 71.4 of its accreditations, and the Southern Association in 68.6 per cent. Statler notes further that with the exception of the Middle States Association there is considerable interlocking of direction in the practices of the regional associations and of the states.

**High-school physics teachers** will have the opportunity to receive special recognition for their competence as instructors through a

program now being undertaken by the American Association of Physics Teachers. The Carnegie Corporation of New York has given the Association a grant of \$67,000 to place the program in operation. The method of administering the project will be to measure the competence of teachers in the subject matter of physics by means of examinations. Only teachers who have completed three years of teaching in high school will be eligible. No particular degree or list of courses completed will be required. Results of the examinations will be disclosed only to the teacher or those designated by him. Recognition by certificate will be given to a small fraction, from 5 to 15 per cent, of the high-school physics teachers who enter the competition. Applications should be made to the Chairman of the A.A.P.T. Committee on Teacher Recognition, Dr. J. W. Buchta, Associate Dean of the College of Science, Literature and the Arts of the University of Minnesota. The directors of the program believe that not enough attention has been given to the teacher who strives to enhance the mastery of his subject and who succeeds in doing so. On the other hand, there are many inducements which lead the teacher to improve his status by becoming an administrator.

**Ignorance about Communism** can be overcome by having your pupils read *The Truth about Communism*, a publication edited at Marquette University High School and issued six times during the school year by The Truth, Inc. (2450 West Wells Street, Milwaukee, Wisconsin). Student subscriptions are only 15 cents a year on orders of ten copies. Individual adult subscriptions are \$2.00 a year, with group orders at reduced rates down to 100 copies for \$30.00 a year. Started in 1959, the publication now has over 23,000 subscribers in the United States and many foreign countries. Edited by Rev. Cletus Healy, S.J., moderator of the Political Science Club of Marquette University High School, it is written especially for young adults.

**Dates in 1962 for tests** of the College Entrance Examination Board have been announced. The Scholastic Aptitude Test and the achievement tests will be offered next year on four dates: January 13, March 3, May 19, and August 8. The "Writing Sample" will be offered on the January and March dates. For complete listing of test requirements for colleges and other information, write Educational Testing Service (Princeton, New Jersey).

## ELEMENTARY EDUCATION NOTES

Science education in the elementary school should *not* be aimed primarily at mastery of facts or even of the "so-called 'fundamental' concepts" and need *not* require specialized scientific knowledge in the teacher. These and other observations are cogently elaborated in a recent article (*Teachers College Record*, November, 1961) by A. R. Hibbs, director of the Division of Space Sciences in the Jet Propulsion Laboratories at the California Institute of Technology. Noting that the facts and explanations learned by the elementary school child today will not be put to use for ten or fifteen years and may by then be "grossly modified," he writes that "it does not matter whether the student learns any particular set of facts, but it does matter whether he learns how much fun it is to learn—to observe and experiment, to question and analyze the world without any ready-made set of answers and without any premium on the accuracy of his factual results, at least in the field of science."

The essential foundation for scientific studies lies not in the science textbooks of the elementary schools, but in four more basic elements: reading (in order "to assimilate scientific information quickly, easily, and with understanding"); writing (because "the effectiveness of a scientist is too often limited by his inability to communicate his ideas and discoveries"); mathematics (defined as "the ability to manipulate abstract concepts with the help of symbols" and including not only the operations of arithmetic but also "many concepts of geometry, set theory and number theory"); and finally, a "scholarly attitude" which is compounded of curiosity, doubt, methodical observation, logical reasoning, and a general enthusiasm for learning and discovery. As an example of how this fourth objective may be pursued, the author cites his own experience with an elementary school "science club" whose purpose was not formally "instructional" but "simply to enjoy science-related activities on a Saturday morning." After describing the gratifying results of the group's experiments and activities, Dr. Hibbs notes that "there was nothing in the conduct of these sessions which required a scientific background on the part of the adult participants. . . . I am convinced that the elementary classroom teacher can develop in her students an enthusiasm for learning, using scientific materials as tools but without any special knowledge of the scientific material she is dealing with and

without any attempt to teach the students any particular set of facts." He further suggests that "the teacher permit the students to teach her science," whether they learn from reference books or from personal observation and thought. Even the correctness of their information and conclusions, he adds, is less important than the thoroughness of the observation and the soundness of the reasoning that led to their knowledge.

**Pre-school reading ability** is the subject of an investigation being conducted by Dolores Durkin of Teachers College, Columbia University, who summarizes her findings to date in a recent issue of *The Elementary School Journal* (October, 1961). In the fall of 1958 she selected forty-nine boys and girls from among 5,103 entering first graders on the basis of reading skill already acquired at home. She administered various levels of the Gates Word Recognition and Paragraph Reading Tests to these children before formal reading instruction began and on five other occasions through grades one and two. The early readers consistently tested in advance of their age and grade norms, and when those who had been first helped to read as early as age three were compared with those who began to read at age five, it was found that the early-help group had a higher initial ability and maintained the advantage through the first two grades, though the size of the advantage gradually decreased. The investigator plans to continue the study of these same children through the higher grades and in addition to gather information on a matched group of their classmates, who have had the same teachers and instruction but lacked the pre-school reading experience.

Seeking also to identify some of the conditions accounting for pre-school reading, Dr. Durkin gathered information on the family background of the early readers. Socioeconomic data revealed the unexpected fact that nearly three quarters of the subjects came from lower class families, where there was evidence of greater parental interest and instruction than among middle class families. An even more prominent factor than parental assistance was the stimulus and help to early reading from older brothers and sisters.

\* \* \*

*Enrollment of American Indians for education beyond the high school level more than doubled in the past six years.*

## NEWS FROM THE FIELD

**Buses and books** for children attending Catholic schools have kept legislators, judges, and public school board officials in seven states and the District of Columbia busy in recent weeks. A district court judge ordered a permanent injunction against Midwest City (Oklahoma) School Board, stopping a five-year practice of providing school bus rides to pupils of St. Philip Neri Catholic School. This decision is being appealed to the Oklahoma Supreme Court by a group of Catholic parents. Colorado's commissioner of education told all public school districts that they cannot lawfully provide bus rides for children who attend Catholic or other private schools and warned that districts which do not abandon the practice will be denied their share of the annual \$3 million transportation subsidy. It is estimated that less than a hundred Catholic school children are affected by this ruling.

The Wisconsin Assembly refused by one vote last month to approve a Senate-passed bill to provide state aid for the transportation of Catholic and other private school pupils. The vote was 47 to 46. A conference committee of the Senate and Assembly is now working to produce a compromise measure acceptable to both houses. In the past, Wisconsin legislatures have regularly turned down bills for transportation of private school pupils, but the situation is changed now because of an opinion given last August by the state's attorney general that such legislation may not be unconstitutional. In New York, the state education commissioner was asked to rule whether a school district must pay transportation costs for a girl who island-hops to a Catholic school. Under a recently enacted amendment to the New York education law, school districts must provide transportation to private schools up to ten miles away from a student's home at the request of parents. To reach her school the girl in question travels 9.85 miles by auto and ferryboat. In Missouri, forty parents of Catholic and other private school children called upon Governor John M. Dalton to request bus service for private school pupils. The Governor said that this would require a change in the state constitution but declined to say if he would support an effort so to amend it.

In September, the U. S. Senate passed but the House of Representatives took no action on a bill to give a federal subsidy to a

District of Columbia transportation company for school children's fares. One issue raised by the measure was the constitutionality of using tax funds to make up the difference for reduced fares given children attending Catholic and other private schools. The Senate District Committee had concluded that no constitutional barrier lay in the way of enactment. Louisiana's attorney general ruled in October that parish (county) school boards may furnish bus transportation to pupils of private and Catholic schools if the schools are more than a mile from the pupil's home. He said that the distance is to be measured not from the pupil's residence to the nearest public school but from his residence to the school he attends.

Last month, the Oregon Supreme Court ruled by a 6-to-1 vote that a twenty-year-old law under which school districts provided free textbooks to Catholic and other private school pupils is in violation of the Oregon State Constitution. The majority opinion said that the law violates a constitutional provision prohibiting payment of state money for the benefit of any religious or theological institution. The one dissenting justice contended that the books were given to the pupils, not to the schools. The only states now left furnishing free textbooks to pupils of private schools are Louisiana, Mississippi, and New Mexico.

**Thirty cents out of every dollar spent** in 1961 by the Catholic Church in the United States on the construction of new facilities went for educational buildings, according to a survey published in the November-December issue of *Catholic Building and Maintenance*. A total of \$577 million was spent on educational construction. For elementary education, 281 new schools, an increase of 40 over 1960, and 450 additions to existing schools, a total of 731 projects, were built. Ninety-five new high schools, compared with 32 in 1960, and 64 additions to existing schools, were completed. Construction for higher education comprised 221 new buildings: 102 dormitories, 36 classroom buildings, 24 student unions, and 17 libraries. New elementary schools averaged ten classrooms; new additions, six classrooms, providing facilities for 175,000 pupils. At least 25 of the new elementary schools are air conditioned. New high schools averaged 18 classrooms and additions eight, providing accommodations for 91,000 pupils. Twenty of the new high schools are equipped for vocational education.

## BOOK REVIEWS

THE FUTURE OF EDUCATION by Thomas Molnar. New York: Fleet Publishing Corporation, 1961. Pp. v + 159. \$3.95.

Thomas Molnar is professor of French and world literature at Brooklyn College. Since *Time* publicized an article of his in *The Commonweal* in 1955, his reputation as a scholar has rapidly increased. He wrote the present book, presumably, to advance his thesis that "education is the discipline enabling the student to reproduce and then continue the systematic thinking of exceptional minds" rather than to adjust to whatever may be society's current whims.

The theme is better than the book. For one thing, it seems anticlimactic, coming after some years of national debate on precisely this question. Dr. Molnar, incidentally, is inclined to write as if he were the first man who had ever thought seriously about these issues. For another thing, although he is undoubtedly a brilliant man, he often exhibits that vice which is the brilliant man's occupational hazard: the easy, over-simple generalization. This is especially noticeable when he writes about psychologists and educators. He frequently writes of what "the educationists say" as if all of them had all their opinions in common and were always wrong. The fact that he occasionally quotes some of them in defense of opposite positions from those he attributes to the whole fraternity gives him no pause. One gets the general impression that psychologists and educators, without exception, are at best fools, and at worst conscious agents of the Communist enterprise. He speaks contemptuously of "the oracular pronouncements of psychology," although his own book consists chiefly of unsupported assertions in a field where there is no reason to regard him as an expert. Ironically, he has no difficulty in donning the psychologist's cap to note such things as that Nietzsche was "driven insane by the things he foresaw."

The author makes many points well, although one often wishes he would offer more support for them. Yet the book is not really deep. A passing reference to "the dualistic nature of man" is as close as it comes to stating the nature of the educand, and it criticizes positivism and materialism without making any clear suggestions as to what ought to be accepted in their place. This book may do more harm than good, because it will make an easy target: the instrumen-

talists and life-adjusters can have a field day with its facile generalizations and inconsistencies.

Russell Kirk provides a foreword, which proposes (summing the whole book) "that nothing could be more wicked than for a teacher to fit boys for the modern world; for our milieu is itself out of joint."

ROBERT B. NORDBERG

Department of Education  
Marquette University



THE MEDIEVAL UNIVERSITY: 1200-1400 by Lowrie J. Daly, S.J.  
New York: Sheed and Ward, 1961. Pp. xiv + 241. \$5.00.

Father Daly, Associate Professor of History at St. Louis University, here presents an introductory study of the medieval university, designed "to provide a bridge between the scholarly monographs and the interest of the non-specialist." It is basically intended for college students and teachers who might need summary data on the medieval university. Hence, the critical apparatus has been held to a minimum. The author warns the reader that footnotes have been omitted (though a few are scattered here and there), and the index is quite brief. Father Daly makes no pretence of much original scholarship in this volume, though he possesses excellent qualifications and enjoys some fame for his work on the microfilm-ing of the Vatican Library manuscripts.

The work opens with a brief summary of the historical background which paves the way for an understanding of the atmosphere in which the university developed. There follows detailed treatment of the two great prototypes, Bologna and Paris, with brief notices of some of the other universities which followed the patterns established by the first two. This section would be of special interest to those interested in the organization, officials and administration of a medieval university.

Part III discusses the textbooks then used and Part IV outlines the prerequisites and courses of study for the Bachelor's and various doctoral degrees. A very interesting "model lecture" of a typical class in canon law is presented in an effort to make classroom prac-

tice come to life for the modern reader. The last two parts cover the daily life of the university, its problems, privileges, town and gown controversy, and the struggle between secular masters and mendicant professors. An appendix of six documents rounds out the work. A simple basic bibliography follows each section, and the author points out that these readings are directed to the undergraduate level.

To say that Father Daly has merely condensed more scholarly works would be an unfair criticism. He makes no pretence to anything more than a quasi-popular summary on the collegiate level. This he has done well, and could do because he himself has first digested the more scholarly authorities and knows the field. He presents his knowledge in a clear and pleasant style, in a fair manner, and with enough interest that the reviewer has decided to assign the work to his class in the History of Education. *Medieval University* is to be recommended for such classes in education, medieval history, history of philosophy and for the generally interested reader.

AUBERT J. CLARK

Department of Education  
The Catholic University of America



PSYCHOLOGICAL TESTING by Anne Anastasi. Second Edition, New York: The Macmillan Co., 1961. Pp. xiii + 657. \$7.50.

In 1954 Anne Anastasi's first edition of *Psychological Testing* presented a most valuable survey of the principles of psychological testing. Included in that volume were the objectives of such testing, together with the criteria used for evaluating tests and the concepts necessary for adequate interpretation of test results. In addition the author applied those principles, criteria, and concepts to a large number of tests, then current, which were being used for measurement of psychological traits in the fields of psychology and of education. That edition was a most comprehensive work, well done, and widely used in institutions of higher learning—so much so that it had several printings.

Psychological testing is such a rapidly developing field, and inter-

est in and need of such testing is so constantly increasing that a new edition is of added value. The importance of Anastasi's new work is not, of course, to be found in new principles, because those have not changed, but rather in the author's deletion of obsolete tests and her inclusion of more recent tests, together with up-to-date research results concerning older tests which are still used in education and psychology.

The worth, then, of the second edition of Anastasi's *Psychological Testing* is unquestioned. This reviewer feels that it should have a place in the library of every department of psychology and education in every college and graduate school. It is, however, unfortunate that Anastasi did not include in this more recent work a *fuller* discussion of the many current problems involved in the use and interpretation of modern techniques for measuring human traits and achievement. For example, several outstanding educators have recently been questioning the value of true-false tests and even of objective tests in general. Superintendents of schools are complaining that there exists a deplorable duplication of expensive machine-scored tests required by agencies outside the school, such as colleges, scholarship organizations, and state departments of education. Often such agencies, whether they will it or not, force the schools to change their curricula, not to improve them but rather to give students a greater opportunity to pass or score high in the tests.

The reviewer feels certain that Anne Anastasi is aware of such problems, and he suspects that the reason that they were not discussed at length in this volume is that the author's basic objectives did not require her to do so. A chapter, nevertheless, on the criticisms of and the danger in modern psychological testing would have been most valuable.

It is a pleasure, after inspecting the new edition, to grant Anastasi well deserved credit for bringing her earlier edition up to date on recent developments in the tests themselves. For example, in her first edition, she reviewed in three short *paragraphs* the topic of "Self-Concept Tests." In her second edition she devotes approximately three *pages* to the notion of the self-concept—a notion which is receiving more emphasis from educators and psychologists yearly.

Among the new topics presented in the second edition, the following are most timely and important: re-evaluation of projective tests resulting from recent well-controlled research; some studies on the

measuring of creativity; procedures designed to improve teacher-made tests; the changing relation between aptitude and achievement testing.

RUSSELL R. NOVELLO

Cardinal Cushing College  
Brookline, Massachusetts



TEACHING ELEMENTARY SCHOOL SUBJECTS edited by Kenneth L. Husbands. New York: The Ronald Press Company, 1961. Pp. v + 474. \$6.50.

This new addition to the Douglass Series in Education presents a series of studies of the elementary school subjects, each written by an expert in a content area and dealing with teaching methods especially adapted to grades one through six. Kenneth L. Husbands, Associate Professor of Education at the University of Colorado, is the editor of the volume as well as one of the contributors. The authors provide information and insight in the methods of teaching, the organization of material, and the desired outcomes in the various subjects at particular grade levels. For example, the discussion of reading includes: reading readiness, the use of a basal series, grouping for reading, word-recognition skills, functional reading, oral reading, a weekly plan for fifth grade reading groups, and techniques of appraising progress. Some contributors suggest books or films, others explain a unit; all, it is evident, have written from direct experience.

Two introductory chapters, consisting of readable discussions of the goals of education and the curriculum in relation to child growth, provide background to subsequent chapters on reading, social studies, arithmetic, etc. The reader who bases the goals of education on the dual nature of the child may find it necessary to modify the philosophy and augment the objectives presented to include the child's spiritual nature. Other supplementary chapters include a guide to the types and uses of audio-visual aids, on the basic techniques of planning, from the organization of material and the daily schedule to pupil-teacher planning, and on techniques of evaluating pupil progress.

Spaced throughout the book are photographs of learning activities in schools throughout the country to illustrate the ideas pre-

sented. A set of related questions, problems and exercises are provided at the end of each chapter, along with a select annotated bibliography. Although designed to be a textbook for prospective teachers, this work might be placed in the professional library as a manual for the teacher in service who is seeking basic information or some variation in teaching techniques.

CHRISTINE M. SWEENEY

The Catholic University of America



## BOOKS RECEIVED

### *Educational*

- Bloomfield, Leonard and Barnhart, Clarence L. *Let's Read: A Linguistic Approach*. Detroit: Wayne State University Press. Pp. 470. \$7.50.
- Broudy, Harry S. *Paradox and Promise: Essays on American Life and Education*. Englewood Cliffs, N. J.: Prentice-Hall, Inc. Pp. 176. \$1.95.
- Cleugh, M. F. (ed.) *Teaching the Slow Learner in the Special School*. New York: Philosophical Library, Inc. Pp. 338. \$10.00.
- Daly, S. J., Lowrie J. *The Medieval University: 1200-1400*. New York: Sheed & Ward. Pp. 241. \$5.00.
- Deferrari, Roy J. (ed.). *Quality of College Teaching and Staff*. Washington, D. C.: The Catholic University of America Press. Pp. 287. \$3.75.
- Deutscher Hochschul Führer 1961*. Würzburg, Germany: Buchdruckerei und Verlag Georg Grasser. Pp. 336.
- Family-School Relations Committee, Archdiocese of San Francisco. *Challenge: Guidance for Parents and Students*. San Francisco: Archdiocesan Department of Education. Pp. 29. \$0.15.
- High Spots in State School Legislation, January 1-August 1, 1961*. School Law Series Research Report, 1961—R18. Washington, D. C.: National Education Association. Pp. 87. \$0.50.
- Hofstadter, Richard, and Smith, Wilson (eds.). *American Higher Education*. 2 vols. Chicago: University of Chicago Press. Pp. 474; 1016. \$15.00 set.
- Mallery, David. *Developing Student Responsibility*. Boston: National Council of Independent Schools. Pp. 51. \$0.60.

- Mater et Magistra*. Encyclical Letter of His Holiness Pope John XXIII. Trans. William J. Gibbons, S.J. New York: Paulist Press. Pp. 96. \$0.25.
- Newbury, N. F. *The Teaching of Chemistry*. Second edition. New York: Philosophical Library, Inc. Pp. 294. \$6.00.
- Our Holy Faith*, Religion Series for the Elementary School, written by committees of Sisters, under the direction and editorship of Rt. Rev. Msgr. Clarence E. Elwell. Separate textbooks and teacher's manuals for the grades: I, *My Father and Mother on Earth and in Heaven*, Course of Study and Teacher's Manual, pp. 306, \$3.00. II, *Jesus Comes*, pp. 90, \$1.84; manual, pp. 94, \$1.75. III, *God's Truths Help Us Live*, pp. 280, \$2.64; manual, pp. 87, \$1.75. IV, *The Vine and the Branches*, pp. 304, \$2.80; manual, pp. 44, \$1.25. V, *Living like Christ in Christ*, pp. 264; \$2.76; manual, pp. 37, \$1.25. VI, *Our Faith: God's Great Gift*, pp. 350, \$2.84; manual, pp. 47, \$1.25. VII, *Christ in Promise, in Person and in His Church*, pp. 506, \$3.92; manual, \$1.75. VIII, *To Live Is Christ*, pp. 468, \$3.92; manual, pp. 67, \$1.75. Milwaukee: Bruce Publishing Company.
- Roe, William H. *School Business Management*. New York: McGraw-Hill Book Company, Inc. Pp. 303. \$7.95.
- Roos, Jean C. *Patterns in Reading*. 2d ed. rev. Chicago: American Library Association. Pp. 182. \$2.25.
- Saterstrom, Mary Horkheimer. *Educators Guide to Free Science Materials*. Randolph, Wis.: Educators Progress Service. Pp. 315. \$6.25.
- Suttles, Patricia Horkheimer (ed.). *Educators Guide to Free Social Studies Materials*. Randolph, Wis.: Educators Progress Service. Pp. 427. \$6.75.
- Walcutt, Charles C. (ed.) *Tomorrow's Illiterates: The State of Reading Instruction Today*. Boston: Little, Brown and Company. Pp. 168. \$3.95.
- Weisheipl, O.P., James A. (ed.). *The Dignity of Science*. Washington, D. C.: Thomist Press. Pp. 526. \$6.00.

#### General

- Abel , S.J., Jean. *Christianity and Science*. Trans. R. F. Trevett. New York: Hawthorn Books. Pp. 140. \$3.50.

- Adler, Mortimer J. *The Idea of Freedom*. Vol. II. New York: Doubleday and Company, Inc. Pp. 754. \$7.50.
- Barbeau, Clayton C. *The Head of the Family*. Chicago: Henry Regnery Company. Pp. 144. \$3.50.
- Brantl, George (ed.) *Catholicism*. New York: George Braziller. Pp. 256. \$4.00.
- Conroy, Father. *The Teenager and Communism*. Huntington, Ind.: Our Sunday Visitor, Inc. Pp. 24. \$0.10.
- Conroy, Father. *The Teenager and the Gang*. Huntington, Ind.: Our Sunday Visitor, Inc. Pp. 23. \$0.10.
- Conroy, Father. *The Teenager and the Retreat*. Huntington, Ind.: Our Sunday Visitor, Inc. Pp. 24. \$0.10.
- Daniel-Rops, Henri. *The Protestant Reformation*. Trans. Audrey Butler. New York: E. P. Dutton and Co., Inc. Pp. 560. \$10.00.
- De La Trinité, O.C.D., Philippe. *What Is Redemption?* Trans. Anthony Armstrong, O.S.B. New York: Hawthorn Books, Inc. Pp. 151. \$3.50.
- De Menasce, C. G. *The Dynamics of Morality*. Trans. Bernard Bommarito. New York: Sheed and Ward. Pp. 353. \$6.00.
- Dessain, Charles Stephen (ed.). *Letters and Diaries of John Henry Newman*. New York: Thomas Nelson and Sons. Pp. 363. \$15.00.
- Downey, Fairfax. *Texas and the War with Mexico*. New York: American Heritage Publishing Co., Inc. Pp. 153. \$3.95.
- Duggan, Alfred. *The Right Line of Cerdic*. New York: Pantheon Books, Inc. Pp. 302. \$3.95.
- Federal Republic of Germany*. Set of three maps. London, England: Educational Productions Limited.
- Joll, James. *Three Intellectuals in Politics*. New York: Pantheon Books, Inc. Pp. 203. \$4.50.
- Kovacs, Arpad F. (ed.). *St. Vincent de Paul*. Jamaica, N. Y.: St. John's University Press. Pp. 157.
- Leap, Harry P. *The Spice of Life*. Philadelphia: Dorrance and Company. Pp. 245. \$3.95.
- Liturgy and Unity in Christ*. (Proceedings of 1960 North American Liturgical Week.) Washington, D. C.: The Liturgical Conference. Pp. 138. \$3.00.
- McManus, S.S.J., Eugene P. *Studies in Race Relations*. Baltimore: Josephite Press. Pp. 163.

- Moustakas, Clark E. *Loneliness*. Englewood Cliffs, N. J.: Prentice-Hall, Inc. Pp. 107. \$1.75 paper; \$3.75 cloth.
- Norton, Aloysius A., and Nourse, Joan T. (eds.). *A Christian Approach to Western Literature*. Westminster, Md.: Newman Press. Pp. 351. \$1.95; \$5.75 cloth.
- O'Neill, S.J., Joseph E. (ed.). *A Catholic Case against Segregation*. New York: Macmillan Company. Pp. 155. \$3.95.
- Pegis, Jessie Corrigan. *A Practical Catholic Dictionary*. New York: All Saints Press, Inc. Pp. 260. \$0.50.
- Pezeril, Daniel. *Blessed and Poor*. The Spiritual Odyssey of the Curé of Ars. Trans. Pansy Pakenham. New York: Pantheon Books, Inc. Pp. 255. \$4.00.
- Preminger, Marion Mill. *The Sands of Tamanrasset*. The Story of Charles de Foucauld. New York: Hawthorn Books, Inc. Pp. 279. \$5.00.
- Rahner, S.J., Hugo. *Our Lady and the Church*. Trans. Sebastian Bullough, O.P. New York: Pantheon Books, Inc. Pp. 131. \$3.50.
- Robertson, Alec. *Christian Music*. New York: Hawthorne Books, Inc. Pp. 157. \$3.50.
- Shrady, M. L. *In the Spirit of Wonder: A Christmas Anthology for Our Age*. New York: Pantheon Books, Inc. Pp. 147. \$4.50.
- Sitwell, O.S.B., Gerard. *Spiritual Writers of the Middle Ages*. New York: Hawthorne Books, Inc. Pp. 144. \$3.50.
- Tertz, Abram. *On Socialist Realism*. New York: Pantheon Books, Inc. Pp. 95. \$2.95.
- Vann, O.P., Gerald. *The Eagle's Word: A Presentation of the Gospel According to St. John*. New York: Harcourt, Brace and World, Inc. Pp. 247. \$4.50.
- Weigel, S.J., Gustave, and Madden, Arthur G. *Knowledge: Its Values and Limits*. Englewood Cliffs, N. J.: Prentice-Hall, Inc. Pp. 118. \$1.75.
- Weigel, S.J., Gustave, and Madden, Arthur G. *Religion and the Knowledge of God*. Englewood Cliffs, N. J.: Prentice-Hall, Inc. Pp. 181. \$1.95.
- Wu, John C. H. (trans.), Paul K. T. Sih (ed.). *Lao Tzu/Tao Teh Ching*. New York: St. John's University Press. Pp. 115.
- Yordan, Philip. *King of Kings*. New York: Pocket Books, Inc. Pp. 178. \$0.50.

## NEWS OF PRODUCTS AND SERVICES

### THE CATHOLIC FILM DIRECTORY

The new *Catholic Film Directory*, containing almost 100 pages, is now available. Listed in annotated classifications are more than 250 religious sound motion pictures suitable for Catholic audiences. There are two new color films on "Lourdes," namely, *Lourdes* (A Documentary Film) produced by Catholic Film Institute of England and Wales, and *Lourdes, The Shrine of Our Lady*, produced by Fr. Robert E. Southard, plus 3 additional films on this world renowned shrine. *The Catholic Film Directory* is free to religious and clergy. Write to: *Catholic Film Directory, 29 Salem Way, Tonkers 3, N.Y.*

### NEW PHONIC READERS

The new *Phonic* reader system is now being introduced by Wenkart. Children just starting to study sounds are whizzing through a new series of little supplementary readers, some while they are still learning their letters. These gay, infectious books, unique on the market, work well with every system of phonics. For further information, write to: *Wenkart, 4 Shady Hill Square, Cambridge 38, Mass.*

### SUNDAY MISSAL FOR YOUNG CATHOLICS

A new approach to the Missal for children has been published by *Guild Press, Inc.* The *Sunday Missal for Young Catholics*, prepared by Canon Maurice Le Bas, and bearing the *imprimatur* of Francis Cardinal Spellman, is for children from eight to eleven years of age. The entire text has been adapted for children of the intermediate grades, except that part of the Ordinary of the Mass which calls for the participation of the congregation. A collection of prayers for daily use and the reception of the Sacraments completes the Missal. Full color illustrations will be found throughout. Published by: *Golden Press, Inc., 630 Fifth Ave., New York 20, N.Y.*

### THE COLEOPTERISTS' BULLETIN

Established in 1947 by Dr. Ross H. Arnett, Jr., this quarterly publication is devoted to the study of beetles. It is filled with articles of lasting interest to every person dealing with beetles as naturalists, amateurs, professionals, economic entomologists, taxonomists, or teachers. Write for subscription, or sample copy to: *The Coleopterists' Bulletin, The Catholic University, Washington 17, D. C.*

### CAPS, GOWNS AND HOODS

More storage space can be had for your more valuable usage by disposing of your no-longer needed used *Academic, Choir and Glee-club Caps, Gowns and Hoods.* *Lindner's* buying service will pay cash for your no-longer needed above items regardless of quantity, colors or conditions. Write for full details to: *Lindner's, Dept. 210, 5 Tudor City Place, New York 17, N. Y.*

### THE FULTON J. SHEEN SUNDAY MISSAL

A new Catholic Sunday missal, prepared under the supervision of Bishop Fulton J. Sheen, has just been published. The new missal contains all the Masses which may possibly be said in a Catholic Church on a Sunday. The missal contains all the changes in rubrics that have gone into effect this year, and incorporates a new plan to cut down on "missal-chasing," the irksome flipping from page to page that is usually necessary to follow the complete Mass. Both a deluxe and a regular edition is available, and a gift box is provided. Published by: *Hawthorn Books, 70 Fifth Ave., New York 11, N.Y.*

### NEW REFERENCE CHART

The Atlas Vertical Filing Systems Division offers the new *Atlas Reference Chart*, listing the many sizes and types of offset plates, negatives, stencils, accounting forms, artwork, swatches, blueprints, and odd size forms that may be filed in *Atlas Filing Systems*. The correct hangers and cabinets available for each item are indicated. For free literature, write to: *Atlas Vertical Filing Systems Div., 16716 Westfield Ave., Cleveland 10, Ohio.*

### SCHOOL CHORAL GROUPS

*Winning Public Support for the School Choral Group*, recently published for free distribution to choral directors, gives detailed instructions designed to help the director win recognition and community support for choral groups and glee clubs. One section lists 11 proved methods of raising funds for singing troupes. Others deal with relations with the newspapers and radio and television stations; and offer advice on the preparation of editorial copy for the press. Sample news releases are included, along with instructions for presenting this material to editors and maintaining editorial contacts. For free copies, write to: *E. R. Moore Company, 932 W. Dakin St., Chicago 13, Ill.*

## INDEX TO VOLUME LIX

	PAGE
Angers, William P. Achievement Motivation in College and Prevention of Drop-Outs .....	34
Anilla, Sister Mary. What Is a Mentally Healthy Teacher? .....	586
Art, Aesthetics in the High School .....	544
Bacher, Robert E. Liability in a Private Boarding School .....	91
Bernarda, Sister M. Review: <i>Education Looks Ahead</i> (Scott and others) .....	201
Review: <i>Reading and the Psychology of Perception</i> (Diack) .....	285
Review: <i>Reading in Your School</i> (Newton) .....	417
Review: <i>Silent Speech and Silent Reading</i> (Edfeldt) .....	497
Brideen, Sister M. Review: <i>Psychology of Education</i> (Campanelle) .....	279
Brunner, James C. Review: <i>Your Vocation from God</i> (Bidwell and others) .....	138
Buddeke, Sister Rita. Review: <i>Classics in Biology</i> (Zuckerman) .....	357
Review: <i>Classics in Science</i> (Andrate) .....	421
Review: <i>Our Environment: Its Relation to Us</i> (Carpenter and Wood) .....	142
Review: <i>Our Environment: How We Adapt Ourselves</i> (Carpenter et al.) .....	142
Review: <i>Our Environment: How We Use It</i> (Carpenter et al.) .....	143
Review: <i>Student Manual for Methods of Teaching</i> (McGrath) .....	209
Catherine Elizabeth, Sister M. Space Age Needs Latin .....	466
Catholic University of America. Alumni association meeting 1961 .....	556
Article in <i>The Sign</i> .....	487
Dedication of six new buildings .....	622
Enrollment in department of education .....	623
Fifty-first summer session .....	54
Reminiscences of the summer session .....	11
Summer session enrollment 1961 .....	407
Woodrow Wilson fellows .....	267
Workshop program 1961 .....	126
Centi, Paul. Intellective and Language Factors in College Success .....	319
Chemistry. NSF chemical bond approach in teaching .....	344
Christina, Sister M. Aid to Creative Writing in High School .....	43
Church and State. Buses and books for private schools .....	628
Maine's school bus law .....	494
Protestant ministers as public school teachers .....	132
Role of nonpublic schools .....	562
Sharing closed-circuit educational television .....	491
Clark, Aubert J. Review: <i>Medieval University: 1200—1400</i> (Daly) ....	632
Review: <i>Religious Issues in State Schools of England and Wales, 1902—1914</i> (Sacks) .....	568
Collins, Patrick S. Crisis in American Medicine .....	472
Columba, Sister M. Cultural Approach to the "Aeneid" .....	251
Comparative Education. Education in West Germany .....	108
Review: <i>Religious Education in German Schools</i> (Helmreich) ....	499
Review: <i>Religious Issues in State Schools of England and Wales, 1902—1914</i> (Sacks) .....	568
Tax revenues for separate schools in Ontario .....	414
Costelloe, M. Joseph. Church History in U.S. Catholic Colleges .....	73
Cribbin, James J. Essentials and Incidentals in Guidance .....	608
Cyril, Sister Anne. Browsing in Dialogue .....	400
Davignon, Charles P. What Is Being Done for the Gifted .....	113

	PAGE
Deferrari, Roy J. Reminiscences of the Summer Session at The Catholic University .....	11
Donovan, Charles F. Catholic College and Public Relations .....	481
Donovan, George F. Review: <i>African Development and Education in Southern Rhodesia</i> (Parker) .....	420
Review: <i>Governance of Colleges and Universities</i> (Corson) .....	66
Review: <i>Southern Regional Education Board</i> (Sugg and Jones) .....	205
Review: <i>Student Personnel Services in Colleges</i> (Williamson) .....	280
Driscoll, Justin A. Education in West Germany .....	108
Dunne, Edward P. Parents and the Education of Their Children .....	596
Elementary Education. Catholic Civics Clubs .....	271
Communism, teaching about .....	412
Corporal punishment, judicial use of .....	412
Disaster of dropping grades in Catholic schools .....	130, 412, 563
High-school entrance examinations .....	492
Marking individually .....	346
Mathematics, calculating accurately in .....	492
Mathematics, teaching the notion of set in .....	271
Montessori method at NCEA convention .....	198
Nongraded school .....	491
Notable children's books for 1960 .....	272
Phonics in reading .....	345
Pupils from public to Catholic school .....	413
Reading achievement in Detroit .....	305
Reading before first grade .....	411, 627
Religion textbooks, Boyer series .....	273
Retention of pupils in their grades .....	411
Science education in elementary school .....	626
Social studies in second grade .....	345
Spelling, facilitating teaching of .....	59
Subject index to books for primary grades .....	345
Teacher Characteristics, Effect on Pupils of .....	195
Teacher, Mentally Healthy .....	586
Teachers, educational background of public school .....	347
Teachers, requirement in mathematics for .....	60
Teaching aides .....	272
Teaching machines .....	272, 561
Teaching Machines, What They Can and Cannot Do .....	361
Team Teaching .....	196, 348
Television instruction, Midwest program on airborne .....	60
Test results in Archdiocese of Cincinnati .....	131
English. Aesthetics in the High School .....	544
Aid to Creative Writing in the High School .....	43
College entrance examination failures .....	270
Competence expected by colleges .....	194
Developing a Writing Unit .....	83
Foundations of Introductory Courses in Literature .....	40
English, Sister Gratia. Review: <i>Education of Slow Child</i> (Ingram) ...	135
Enrollment, Catholic schools, 1961 .....	413
Private schools, 1960 .....	62
Evans, John Whitney. Perspective and Alternative from Dade County ..	1
Review: <i>American Catholicism and Intellectual Ideal</i> (Christ) ...	350
Review: <i>Catholic Dimension in Higher Education</i> (Lawler) .....	278
Review: <i>New Approaches in Education</i> (Mallery) .....	496
Review: <i>Philosophies of Education</i> (Phenix) .....	571
Review: <i>Together in Christ and its Teaching Manual</i> (Sattler) ....	426

	PAGE
Exceptional Children. Factorial Study of Educable Retarded	
Children .....	485
Number enrolled in public schools .....	62
Unexceptional setting for education of .....	195
What Is Being Done for the Gifted? .....	113
Workshop on education of .....	196
Finance. Added sources of revenue in Southern states .....	198
Cost of Catholic school buildings .....	629
Federal aid for Catholic schools .....	197
Government financing of colleges and universities .....	556
National School Board Association against federal aid .....	347
Personal expenses of pupils in public schools .....	493
Power of Congressional committees .....	270
Relationship of education to income .....	61
Taxes and cost of schools .....	61
Tuition and other costs in colleges and universities .....	557
Using Financial Reports of Catholic Colleges .....	24
Ford, Sister Agnello. Review: <i>English in Secondary School</i> (Sauer) .....	211
Gleason, Philip. Read Any Good Term Papers Lately? .....	155
Gorham, Joseph A. Looking Back Fifty Years .....	145
Greek. Ancient Greek—Alive Today .....	462
Guidance. Archdiocese of Boston Council .....	193
Counseling and Student Use of High-School Record .....	376
Essentials and Incidentals in Guidance .....	608
Influence of Social Factors on the Guidance Program .....	448
Ratio of counselors to pupils .....	133
Teacher Concern for Pupil Personality Development .....	27
Teaching as guidance .....	558
Vocational Development and Curriculum Structure .....	257
Haas, Brother I. John. Man to Machine Communications .....	368
Herard, Joseph. Review: <i>Exception Child: Book of Readings</i> (Magary <i>et al.</i> ) .....	136
Review: <i>Psychology of Character Development</i> (Peck <i>et al.</i> ) .....	416
Higher Education. Achievement Motivation in College .....	34
Administration Organizational Chart .....	392
Admissions policies of state colleges and universities .....	58
Advanced placement program .....	342, 490
American Council on Education Annual Meeting .....	407
American Institute for Research Awards .....	55
Church History in U.S. Catholic Colleges and Universities .....	73
Degree status of college teachers .....	557
Development program at Boston College .....	192
Development Programs for Catholic Colleges .....	162
Faculty in Catholic Colleges for Women .....	289
Failures in college entrance English examinations .....	270
Federal Government financing of colleges and universities .....	556
Foreign students in Catholic colleges and universities .....	628
Foundations of Introductory Courses in Literature .....	40
Functional Boards of Trustees for the Catholic College .....	102
Graduates continuing education .....	623
Grants to thirty-four Catholic colleges .....	55
Image of Catholic College Graduate of 1961 .....	505
Independent women's college's future .....	267
Intellective and Language Factors Related to College Success .....	319
Marquette University's fifty-third summer session .....	127
NDEA and NSF summer institutes at Catholic institutions .....	126

	PAGE
Higher Education— <i>Continued</i>	
NDEA students entering teaching .....	488
New Catholic colleges .....	191
Nonregionally accredited colleges .....	341
Predictive value of ACT scores .....	622
Predictive value of first-semester grades .....	56
Problems of Papers and Some Solutions .....	577
Public Relations and the Catholic College .....	481
Read Any Good Term Papers Lately? .....	155
St. John's University Institute of Asian Studies .....	341
St. Louis University's doctoral program in clinical psychology .....	190
St. Louis University's enrollment .....	556
St. Louis University's freshmen class .....	488
Social Life and Catholic Women's Colleges .....	323
Standards for freshmen composition .....	268
Training College Administrators .....	550
Tuition and other costs .....	557
Using Financial Reports of Catholic Colleges .....	24
Woodrow Wilson fellowships .....	413
History. Browsing in Dialogue .....	400
Church History in U.S. Catholic Colleges and Universities .....	73
Looking Back Fifty Years .....	145
Reminiscences of Summer Session at Catholic University .....	11
Home and School. National Home and School Service .....	564
Parents and the Education of Their Children .....	596
Hovda, Robert. Review: <i>Churches and the Church</i> (Leeming) .....	500
Review: <i>Participation in the Mass</i> .....	213
Ivan, Sister Mary. Applying Ethics in School to Contemporary Life .....	170
Janet, Sister Mary. Problems of the Paper and Some Solutions .....	577
Kennedy, Sister St. Mel. Faculty in Catholic Colleges for Women .....	289
Kevane, Eugene. Review: <i>Principles of Education</i> (Conway) .....	276
Review: <i>Liberal Arts in St. Thomas Aquinas</i> (Conway and Ashley) .....	276
Konkel, Richard. Review: <i>Foundations of Christian Belief</i> (Stanford) ..	421
Korfmacher, William. Ancient Greek—Alive Today .....	462
Latin. Cultural Approach to the "Aeneid" .....	251
Revival of Latin in high schools .....	344
Space Age Needs Latin .....	466
Lauriana, Sister M. Reading Achievement in Detroit .....	305
Law. Buses and books for private schools .....	628
From Immunity toward Liability of Parochial Schools .....	441
Liability in a Private Boarding School .....	91
Taxes for public schools promoting religion .....	347
Lee, James. Catholic Women's Colleges and Social Life .....	323
Leibrecht, John. Review: <i>The School Examined</i> (Smith) .....	207
Mahoney, John. Foundations of Introductory Courses in Literature .....	40
Marie, Sister Elise. Developing a Writing Unit .....	83
Mathematics. Learning to calculate accurately .....	492
Teaching the notion of set .....	271
McAvoy, Thomas. Image of Catholic College Graduate of 1961 .....	505
Meyer, Robert. Review: <i>Chretien, Troyes and the Grail</i> (Holmes et al.) .....	353
Review: <i>Patrology</i> (Altaner; trans. Graef) .....	139
Review: <i>Pearl to India</i> (Cronin) .....	284

	PAGE
Meyer, Robert— <i>Continued</i>	
Review: <i>Quest for the Holy Grail</i> (Locke) .....	353
Review: <i>World of the Pharaohs</i> (Baumann) .....	356
Review: <i>Zen and Japanese Culture</i> (Suzuki) .....	63
Music. Aesthetics in the High School .....	544
Nevins, John. Review: <i>Creative Individual</i> (Pect) .....	69
Nordberg, Robert. Intelligence—A Post-Progressive Analysis .....	217
Review: <i>Future of Education</i> (Molnar) .....	631
Review: <i>Measurement and Evaluation in Psychology</i> (Thorn- dike <i>et al.</i> ) .....	566
Review: <i>Psychology of Mental Health</i> (Thorpe) .....	64
What Teaching Machines Can and Cannot Do .....	361
Novello, Russell. Review: <i>Psychological Testing</i> (Anastasi) .....	634
Review: <i>Teaching of Secondary Mathematics</i> (Butler) .....	70
Nursing Education. Grant to Sister Formation Conference .....	407
Pallone, Nathaniel. Vocational Development and Curriculum Structure .....	257
Paul, Henry. Counseling and Student Use of High-School Record .....	376
Peixotto, Helen. Review: <i>Delinquent Behavior</i> (NEA Project) .....	283
Review: <i>Psychology of Exceptional Children</i> (Garrison and Force) .....	208
Philosophy of Education. Christian Philosophy and the Principal .....	531
Educating Members of the Mystical Body .....	313
Intelligence—A Post-Progressive Analysis .....	219
Reverence in Education .....	239
Social Change and Education .....	537
Plant. Cost of Catholic school buildings .....	629
Utilizing plant potentialities .....	274
Poggi, James. Reverence in Education .....	239
Potvin, Raymond. Social Change and Education .....	537
Psychology of Education. Intelligence—A Post-Progressive Analysis ...	219
Learning Theory—Animal or Human .....	227
Rafter, Joseph. Stage as School .....	299
Reading. Actual and Expected Achievement in Detroit .....	305
Faith and Freedom readers .....	59
Increase among young people .....	193
Pre-school reading ability .....	627
Teaching to read textbook .....	131
Value of phonics .....	345
Religion. Appeal to Catholic Educators for Lay Apostolate .....	524
Applying Ethics in High School to Contemporary Life .....	170
Boyer series of textbooks .....	273
Devotion to the Sacred Heart and Catechetics .....	433
Educating Members of the Mystical Body .....	313
Research Abstracts	
Adamson, Thomas. Attitudes of Catholic College Deans and Catholic High-School Principals toward Early-Admissions Programs and New Flexible College Admissions Policies .....	122
Audrey, Sister M. Study of Preparation for Role of Parent as Educator in Selected Catholic Women's Colleges .....	404
Bunzel, Lawrence. Religious Counseling in Canon Law, 1918-1958 .....	263
Carrigan, Delia. Catholic Colleges in the United Kingdom .....	405
Casale, John. Development of College Admission Practices from 1890 to 1958 .....	338

	PAGE
Research Abstracts— <i>Continued</i>	
Chanatry, Lorraine. Analysis of Art Curricula in Catholic Women's Colleges with Vocational Guidance Implications .....	187
Collins, Raymond. Analysis of Results of Test-B-Work-Study Skills in Relation to Guidance in Catholic Secondary Schools .....	125
Cornelius, William. Analysis of Programs of Gifted Students in Catholic High Schools .....	266
Davignon, Charles. Analysis of Reports of High-School Programs for Gifted Students .....	555
Donohue, James. Contribution of Oblates of St. Francis de Sales to Education in the United States .....	186
Donohue, William. Critical Study of Concept of Good Life in American Education .....	620
Donovan, Sister Michaelen. Moral Suasions from a Seventh-Grade Reading List .....	555
Doyle, Sister Gonzaga. English, History, and Geography Content Courses in Elementary-Education Program in Certain Catholic Liberal Arts Colleges .....	264
Duval, Joan. Critical Study of Motives for Courtesy and Etiquette in Selected Texts with Their Educational Implications .....	52
Evans, John Whitney. Critical Analysis of Basis for Opposition to Blair Bills for Federal Aid to Education, 1881-1890 .....	124
Farrell, Myrl. Study of Opinions of Elementary Teachers on Supervisory Activities .....	53
Finn, Sister Johnita. Analysis of Philosophy and Organization of School System of Ireland .....	552
Flusche, Ernest. Study of Current Concepts of Truth in American Educational Theory .....	485
Fraser, Mother Clotilde. Comparison of Reading Achievement of Two Primary Classes .....	125
Fujikawa, Fumiko Maria. Educational Contents and Implications of Shields' <i>The Education of Our Girls</i> .....	339
Glass, Gerald. Status of Lay Teachers in Catholic Elementary Schools of Ohio .....	51
Gorman, Nicholas. Educational Philosophy of Mario Casotti .....	186
Gulley, Anthony. Philosophical Study of Efficient Causes of Learning According to St. Thomas Aquinas .....	484
Harkins, Sister Cyrena. Comparison of Merits of Report Card and Teacher Conference in Reporting Pupil Progress to Parents .....	265
Herard, Joseph. Factorial Study of Educable Retarded Children .....	485
Highbaugh, Sister Assunta. Analysis of Teacher Education Programs of Benedictine Sisters in the United States .....	404
Hoban, Mother Bernardine. Present-Day Catholic School Problem in Adequacy of Its Temporary Solution .....	552
Hohman, Sister Marie. Comparative Value of Three Geometry Prognosis Tests and Arithmetic Test in Predicting Success in Plane Geometry .....	621
Holland, Hugh. Critical Study of Selected Textbooks on Homeroom Guidance in Secondary Schools .....	49
Jenks, William. Co-operation of Public and Sectarian Agencies in Education of Exceptional Children .....	486
Jenks, William. Function and Growth of the National Catholic Educational Association in Special Education .....	263
Karoblis, Andrew. Analysis of Encyclical Letters of Last Five Popes in Reference to Seminary Training .....	49
Keefe, Virginia B. Continuing Education in Liberal Arts for Business and Industrial Executives in Selected American Institutions of Higher Learning .....	620

	PAGE
<i>Research Abstracts—Continued</i>	
Koppen, Cletus. Comparison of Silent Reading Ability of Sixth-Grade Boys of 1944 with That of Sixth-Grade Boys of 1958 in Dubuque Community School District .....	554
Langie, Mother Virginia. Love of the Church as an Educational Objective .....	266
Livix, Harvey. Development of Compulsory School Attendance Legislation in Montana, 1883-1957 .....	53
Lommen, Henry. Critical Analysis of Official Indonesian Government Program for Training Secondary-School Teachers ..	49
Marengo, Sister M. Ellen. History of St. Rose Academy, San Francisco, 1862-1906 .....	50
McCartney, Louis. Study of Vocational Motivation of Students of Salesianum Catholic High School .....	553
Mullen, William. Survey of Catholic Secondary Education in Eight Marist Vicariates in Oceania .....	263
Nale, Sister Alban. Present Status of Lay Teachers in Selected High Schools in Pennsylvania .....	123
Nilles, Roger. Catholic Elementary and Secondary Schools under Wisconsin State Law .....	553
Omilan, Sister Jeanne D'Arc. Critical Analysis of Regional Accrediting Agencies' Evaluations of Administration of Catholic Secondary Schools .....	264
Pekarcik, Joseph. Trends in Content of Secondary-School Physics as Revealed in Literature from 1945 to 1957 .....	52
Pfeifer, Michael. Analysis of Treatment of Group Dynamics as Technique for Learning Classroom Subjects in Secondary School in Educational Literature since 1947. ....	338
PremDas, Almira. Analytical Criticism of M.A. Dissertation in Elementary Education at The Catholic University, 1946-1956 ....	553
Quellet, Sister Rose Therese. Attitudes of Catholic High-School Girls toward Viewing Television Programs .....	122
Reed, Jane. Comparison of Silent Reading Ability of Sixth-Grade Girls of 1944 with That of Sixth-Grade Girls of 1958 in Dubuque Community School District. ....	554
Robertson, Glendon. Development of Understanding of the Mass in Students in Catholic Schools .....	406
Roche, William. Critical Analysis of N.C.W.C. News Releases in the Field of Education .....	50
Roughan, John. Some Pronouncements of Pope Pius XII and Their Implications for Occupational Counseling .....	186
St. Denis, Sister M. Aline. Nondirective Guidance in the Light of Catholic Philosophical Principles .....	51
Schmidhamer, Sister M. Stephen. Comparative Study of Influence of Use of Periodical on Reading Achievement of Two Groups of First-Graders .....	189
Schwab, Robert. Study of Industrial Arts Programs Presently Existing in Selected Catholic Secondary Schools .....	621
Shaum, David. Music Program in Catholic Colleges and Universities .....	405
Sullivan, Robert. Achievement of Catholic High-School Students in the Sacraments .....	188
Taylor, Blanche. Evaluation of Professional and Popular Literature on Teaching Reading in Primary Grades .....	340
Vernon, John. Guidance Received by High-School Students of Archdiocese of Omaha on Five Major Problems of Their Lives .....	123
Welter, Sister Nicolette. Rating Scale to Measure Leadership Traits in Eight-Grade Girls .....	339

	PAGE
Research Abstracts— <i>Continued</i>	
Wilamowski, Mitchell. Status of Diocesan Priest Secondary-School Teacher .....	188
Wisniewski, Theodore. Follow-up Study of Selected High-School Student Leaders to Determine Carry-over Effect of School Leadership Experiences .....	124
Riani, Peter. Christian Philosophy and the Principal .....	531
Riccio, Anthony (jt. auth.). Influence of Social Factors on Guidance ....	448
Review: <i>Counseling in the Secondary School</i> (Stafford, ed.) .....	200
Review: <i>Personality Development and Adjustment</i> (Schneiders) ..	357
Review: <i>School Guidance and Personnel Services</i> (Rosecrance et al.) .....	281
Richard Marie, Sister. Review: <i>Darwin's Vision and Christian Perspectives</i> (Ong) .....	423
Review: <i>Handbook of the Liturgy</i> (Peil) .....	570
Roach, Ignatius (jt. auth.). Influence of Social Factors on Guidance ....	448
Sapienza, Anthony. Educating Members of the Mystical Body .....	313
Schmidt, John R. Review: <i>Natural Law Reader</i> (Brown) .....	141
Scholarships. Archdiocesan provincial scholarships .....	57
National Merit Scholarship Corporation 1960 Report .....	132
National Merit search for pupils of creative ability .....	558
National Merit semifinalists, 1961-1962 .....	494
Secondary Education. Applying Ethics in High School to Life .....	170
Biology program revised .....	410
Boyer religion textbooks .....	273
Catalyses for Scholarship .....	176
Captivating adolescents' interests .....	269
Class size .....	129
College admission panic .....	269
Competence in English expected .....	194
Creative Writing in High School .....	43
Dates for CEEB examinations .....	625
Distribution of marks .....	193
Foreign language study .....	489
Growth of regional accreditation .....	624
Guidance council in Boston .....	193
Hidden costs in public schools .....	493
High-school geography .....	490
Improvement in college preparation .....	128
Materials on Communism .....	625
Merger of Catholic and public high schools in Ohio .....	409
National Conference on the Atom .....	493
Newspaper awards .....	269
Physics teacher awards .....	624
Predictive validity of SCAT .....	343
Reading habits of young people .....	193
Regional accreditation of junior high schools .....	559
Regional high schools in Archdiocese of Newark .....	193
Religious vocations among high-school graduates .....	129
Social Change and Education .....	537
Social studies core program .....	343
Stage as School .....	299
Teaching as guidance .....	558
Teaching foreign languages .....	57
Team teaching in California high schools .....	410
Trends in secondary schools .....	409
Voice of America awards .....	133

	PAGE
Seminary. Accreditation of seminaries .....	128, 487
Major Seminary Library .....	457
Shinners, John. Review: <i>Theology of Sin</i> (Rondet) .....	212
Review: What Is an Ecumenical Council? (Thielen) .....	424
Smith, William. From Immunity to Liability of Parochial Schools .....	441
Stanford, Edward. College Administration Organizational Chart .....	392
Functional Board of Trustees for the Catholic College .....	102
Training College Administrators .....	550
Using Financial Reports of Catholic Colleges .....	24
Why Development Programs for Catholic Colleges .....	162
Sweeney, Christine. Review: <i>Teaching of Arithmetic</i> (Potter) .....	569
Review: <i>Teaching Elementary School Subjects</i> (Husbands) .....	635
Teachers. Carnegie study of teacher education .....	341
Educational background of public school teachers .....	347
Effect of teacher characteristics on pupils .....	195
Foreign nuns studying in the U.S. ....	408
Knowledge of subject matter and successful teaching .....	127
Mathematics requirement for teachers .....	60
Professional courses and teaching effectiveness .....	130
Teacher Concern for Pupil Personality Development .....	27
Teaching loads in Catholic high schools .....	343
Team teaching .....	196, 410
Teaching Machines. Early obsolescence of teaching machines .....	561
Evaluation of teaching machines .....	561
What Teaching Machines Can and Cannot Do .....	361
Television. Effectiveness of TV courses .....	274
Midwest airborne television instruction .....	60
Travers, John. Learning Theory—Animal or Human .....	227
Vianney, Sister M. Teacher Concern for Pupil Personality Development .....	27
Vincentine, Sister M. Appeal to Catholic Educators for Lay Apostolate .....	512
Virgine, Sister M. Devotion to the Sacred Heart and Catechetics .....	433
Willging, Eugene. Review: <i>Guide to Reference Books</i> (Winchell et al.) .....	203
Review: <i>9100 Paperbound Books in Print</i> .....	204
Wippel, John. Review: <i>Christian Philosophy and Intellectual Free- dom</i> (Pegis) .....	418
Wren, Brother Leo. Aesthetics in the High School .....	544
Xavier, Sister M. Catalyses for Scholarship .....	176
Yost, Charles. Major Seminary Library .....	457
Zeno, Sister M. Review: <i>Religious Education in German Schools</i> (Helmreich) .....	499

Reprinted by popular request—

## Something for the Parents on Pupils' Home Study

by REVEREND EDWARD P. DUNNE, O.P.

This article was originally published in the November  
1958 issue of *The Catholic Educational Review*

16 pages—5½ x 8½

Sample copy ..... 15¢  
In lots of 25 ..... 12¢ ea.  
In lots of 100 ..... 10¢ ea.

PRICES POSTPAID

**THE CATHOLIC EDUCATIONAL REVIEW**

The Catholic University of America

Washington 17, D. C.

Now available by popular demand . . .

## *Co-operation of Catholics in Non-Catholic Religious Activities*

by

V. REV. FRANCIS J. CONNELL, C.S.S.R.

This article originally appeared in 3 installments, in the February,  
March and April, 1956 issues of *The American Ecclesiastical Review*.

32 PAGES AND COVER

### **Partial Contents:**

- Summer schools and kindergartens under non-Catholic auspices
- Cooperation for the construction of non-Catholic churches
- Publication and distribution of non-Catholic literature
- Membership in the Y. M. C. A.
- Physical cooperation
- Moral cooperation
- Secretarial work

Single copy ..... \$.75  
In lots of 5 ea. .... .70  
In lots of 10 ea. .... .65

PRICES POSTPAID

**The AMERICAN ECCLESIASTICAL REVIEW**

The Catholic University of America

Washington 17, D. C.

In answering advertisements please mention THE REVIEW

*Here Comes  
St. Nicholas*



with Christmas Gift Subscriptions to

*The Catholic Educational Review*

*What Easier-to-Give and More Valued*

**GIFT**

*To Your Teacher Friends*

Than a Subscription to

**The Catholic Educational Review**

*Make Out Your List and Mail With Your Remittance Today*

An Appropriate Gift Card Will Be Sent Out As Directed

RATES PER YEAR: U.S.A., Canada, and Foreign \$5.00

**THE CATHOLIC EDUCATIONAL REVIEW**

THE CATHOLIC UNIVERSITY OF AMERICA

WASHINGTON 17, D. C.

★  
AT  
THIS  
SEASON  
WE PAUSE  
TO EXPRESS  
APPRECIATION  
TO THE NUMEROUS  
SUBSCRIBERS AND  
ADVERTISERS WHOSE  
CONFIDENCE IN US HAS  
MADE THE REVIEW POSSIBLE

SO  
WE  
WISH  
YOU A MERRY CHRISTMAS  
AND A BRIGHT NEW YEAR



Sincerely,  
THE CATHOLIC EDUCATIONAL REVIEW

